Brownsville Independent School District

Gallegos Elementary

2019-2020 Campus Improvement Plan

Mission Statement

The mission of Dr. Ruben Gallegos Elementary is to produce quality educational experiences in a safe and positive environment, in order to produce successful students who will become productive citizens.

Vision

Nestled deep on Avenida Rancho Viejo, is one of Brownsville ISD elementary schools, Dr. Ruben Gallegos Elementary. The school is formed by a team of professionals committed to meeting the myriad of instructional and emotional needs of all Gallegos students. Gallegos Elementary promotes numerous student organizations to enhance the educational experience of students. Students are involved in U.I.L., Chess, Science Fair, Running Club, Coding Club, Volleyball and Basketball teams. Trustworthiness, respect, responsibility, caring, fairness, and citizenship, are all a part of the everyday life for Gallegos students and faculty.

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Comprehensive Needs Assessment

Needs Assessment Overview

Nestled deep on Avenida Rancho Viejo, is Dr. Ruben Gallegos Elementary. The mission at Dr. Ruben Gallegos Elementary is for every student to experience academic success as well as learn and practice the traits necessary to develop into a responsible citizen. The majority of the children that attend Dr. Ruben Gallegos Elementary come from one of the poorest Cameron Park which is one of the poorest "colonias" in the Nation according to Texas Monthly. Dr. Ruben Gallegos Elementary is currently students strong in grades Pre-Kindergarten through 5th which also includes three special education units. Forty-three certified teachers, 21 instructional assistants, 4 custodial personnel, 6 food service personnel, 4 clerical support staff, 1.5 counselors, 1 parent liaison, 1 security guard, 1 librarian, 1 Dean of Instruction, 1 Assistant Principal, and Principal form a team of professionals committed to meeting the myriad of instructional and emotional needs of all Dr. Ruben Gallegos elementary students. Along with the usual challenges involved in educating children today, Dr. Ruben Gallegos is currently faced with the unique task of ensuring that a tradition of academic success and school pride is established. Perhaps the greatest challenge faced by the faculty and staff is identifying the needs of individual students as to prescribe the necessary curriculum and assistance necessary so that all students are provided the environment, assistance and tools necessary to be academically successful. A formidable task, but at Dr. Ruben Gallegos Elementary, our teachers "bee-lieve" each child is worth it. Highly qualified teachers carry out instructional programs. They are included in decisions regarding the use of academic assessments to measure student performance. All teachers closely monitor all students' performance based on daily activities and periodic assessments. They have periodic SBDM meetings to work on the campus improvement plan in order to adjust any part to better meet our children's needs. Dr. Ruben Gallegos elementary promotes numerous student organizations to enhance the educational experience of students. Students are involved in Coding Club, Basketball, Volleyball, Chess, Destination Imagination, Spelling Bee, UIL, Running Club, Track events and Choir. In order to achieve support, parents become involved as partners in the education of their children. Parent volunteers are readily available to assist teachers and staff in the classrooms. Nevertheless, parental involvement and support is something that we will continue to cultivate. Trustworthiness, respect, responsibility, caring, fairness and citizenship are all a part of the everyday life for Dr. Ruben Gallegos elementary students and faculty. Through lessons, individual and group sessions, students learn these six pillars of character. These lessons are then reinforced throughout the content areas. The goal is that through our campus wide character education program our students will develop into successful students that are not only good problem solvers, but responsible citizens as well.

Demographics

Demographics Summary

The SBDM met on May 28, 2019 to discuss and address attendance and high student mobility at Gallegos Elementary. We reviewed the following resources to identify our demographics needs: Enrollment, Daily Attendance Reports and Tutorial Attendance reports. We review our daily attendance and based on this information our teachers make phone calls home, set up parent conferences and our parent liaison makes home visits all in an effort to promote student attendance. Our teachers and parent liaison ensure that absences are excused and the proper documentation is in place. State Compensatory, Title I and Bilingual funds are used for our tutorials and extended day instruction in an effort to close the achievement gap and prevent failure. Attendance is also monitored during tutorials and extended day for our At-Risk, Bilingual, Migrant and students receiving Special Education services. Our At-Risk (71%), Bilingual (55.2%), Special Ed. (13.3%), Economically Disadvantaged (99.1%), and Migrant (2%) students need access to instructional materials and supplies in order to keep up with accelerated instruction. In an effort to improve student attendance, students will be recognized each 6 weeks, receive incentives (certificates, ribbons, pencils...).

As per our CNA, we need to retain certified teachers because of the low socio-economic area that we're in so that our school & students can continue to be successful. Our hiring committee consists of Administrators, lead teachers, counselors and at least one paraprofessional. We document their responses and they are rated accordingly. New teachers are assigned a mentor and they go through a teacher induction program at our campus to ensure they will be successful. We used the Recruitment and Retention Stategies and other data to identify our staff quality, recruitment and retention needs. Our teachers need to attend professional development that targets specific academic areas: Writing, Reading, Math & Science. They also need access to professional development that targets specific STAAR assessment information, Sheltered Instruction, Bilingual updates etc...

Demographics Strengths

Demographics Strengths:

- Attendance Reports
- Parent liaison documentation of attendance follow up
- Highly qualified teachers & certified teachers
- Teachers and paraprofessionals are involved in the hiring process
- Student achievement reflects staff effectiveness
- T-TESS reflects high quality instruction
- Special programs teachers are highly qualified and well trained to work with our population
- Effective campus teacher induction program including: professional development, co-teaching & modeling lessons by Dean of Instruction. The Dean of Instruction distributes instructional materials and provides immediate feedback by conducting class visits and walk-throughs.
- Extensive professional development for all faculty and staff

Demographics Needs:

1. In an effort to improve student attendance, students will be recognized each 6 weeks, receive incentives (certificates, ribbons, pencils...).
2. Our teachers need to attend professional development and we hire substitutes to enable them to attend sessions.
3. Effective campus teacher induction program including: professional development, co-teaching & modeling lessons by Dean of Instruction. The Dean of Instruction distributes instructional materials and provides immediate feedback by conducting class visits and walk-throughs.
4. Extensive professional development for all faculty and staff. They will attend sessions that focus on the new ELAR TEKS and new ELAR adoption that will be implemented in the 2019-2020 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to improve our student attendance and ensure that it meets the state requirement of 97%. **Root Cause**: There is a high mobility rate among our students and parents lack educational empathy. We must provide activities that will motivate students to attend school everyday.

Problem Statement 2: Our teachers need to continue attending high quality professional development based on our student needs, new ELAR TEKS and new Pearson Reading adoption. **Root Cause**: Our teachers must address student needs in a targeted and prescriptive way in order to have improved academic performance.

Student Academic Achievement

Student Academic Achievement Summary

The SBDM met on May 28, 2019 to disaggregate data including STAAR ,TELPAS online Reading, TPRI/Tejas Lee, LION, CPALLS and OWL (PK). We also reviewed SSI information, promotion/retention rates, District Assessment/ Benchmarks, Campus Assessment data through Tango and Eduphoria to determine the needs of our students and how to best improve their achievement. We determined the goals needed to meet AMAOS for this school year and reduction of students retained at the end of the academic year. Through our assessment data analysis, we identify our strengths and areas that need improvement. Our assessment data is what drives our instruction. This data is used to determine intervention strategies for students and reduce the number of students on an RTI. We also use this data to address the individual student needs to prevent failure. In order for our students to continue to make measureable gains in academic achievement, they will attend tutorials (3rd-5th students and extended day instruction for our PK-5th grade students. Their focus will be on Reading, Writing, Math and Science, but we will need instructional materials (Measuring Up, Math GPS, Rise & Shine, ECS Reading resources...) that will assist our teachers in preparing our students for state testing. In an effort to differentiate instruction for G/T students, our Kinder-5th grade students (based on their grade level) participate in different events throughout the year including: UIL, Science Fair, Destination Imagination and Chess. Students are encouraged to participate in our AR program for which the librarian will present them with incentives including field trips, certificates, ribbons etc...

3rd-5th Grade All Students STAAR 2018-2019 Summary:

Reading: 3rd Grade (85%/56.72%/34.33%) 4th Grade (87%/60.47%/26.74%) 5th Grade (93%/43%/22%) Overall Reading: (88%/53%/27.5%)

Writing: 4th Grade (75%/38%/13.9%)

Math: 3rd Grade (97%/64%/28%) 4th Grade (88%/53%/32%) 5th Grade (100%/68%/36%) Overall Math: (95%/61%/32%)

Science: 5th Grade (75%/40%/9.7%)

3rd-5th Grade All Students STAAR 2017-2018 Summary:

Reading: 3rd Grade (81%/42%/26%) 4th Grade (81%/37%/9%) 5th Grade (90%/55%/35%) Overall Reading: (84%/44.6%/23%)

Writing: 4th Grade (70%/37%/6%)

Math: 3rd Grade (85%54%/29%) 4th Grade (92%52%/23%) 5th Grade (97%/78%/43%) Overall Math: (91%/61%/31.6%)

Science: 5th Grade (87%/51%/23%)

The student performance scores were compared over a period of 2 years and they demonstrate that students are showing improvement from one year to the

next.

Performance variation between all student groups:

2018-2019

3rd Reading: At-Risk (78%/46%/22%), Economic Disadvantage (85%/56%/33%), Hispanic (85%/57%/34%), Female (88%/64%/33%), Male (82%/50%/35%), Gifted and Talented (N/A), LEP (79%/45%/21%) Migrant (N/A) Special Ed. (75%/25%/0%)

4th Reading: At-Risk (78%/43%/16%), Economic Disadvantage (87%/57%/23%), Hispanic (87%/60%/27%), Female (93%/64%/22%), Male (80%/56%/32%), Gifted and Talented (100%/93%/47%), LEP (80%/43%/13%), Migrant (N/A%), Special Ed. (43%/14%/7%)

5th Reading: At-Risk (70%/18%/5%), Economic Disadvantage (79%/41%/19%), Hispanic (81%/43%/22%), Female (89%/41%/19%), Male (71%/46%/26%), Gifted and Talented (89%/78%/56%), LEP (65%/9%/0%), Migrant (N/A%), Special Ed. (63%)

Writing: At-Risk (63%/20%/2%), Economic Disadvantage (73%/32%/9%), Hispanic (76%/38%/14%), Female (78%/49%/11%), Male (73%/27%/17%), Gifted and Talented (100%/80%/40%), LEP (57%/7%/0%) Migrant (N/A%) Special Ed. (29%/7%/0%)

3rd Math: At-Risk (96%/59%/20%)), Economic Disadvantage (97%/64%/27%), Hispanic (97%/64%/28%), Female (97%/55%/18%), Male (97%/74%/38%), Gifted and Talented (N/A), LEP (95%/60%/19%) Migrant (N/A) Special Ed. (100%/38%/5.5%)

4th Math: At-Risk (80%/35%/6.4%), Economic Disadvantage (87%/48%/28%), Hispanic (88%/53%/33%), Female (98%/58%/27%), Male (78%/49%/39%), Gifted and Talented (100%/87%/67%), LEP (77%/37%/20%) Migrant (N/A%) Special Ed. (57%/14%/7%)

5th Math: At-Risk (93%/55%/23%), Economic Disadvantage (96%/68%/35%), Hispanic (96%/68%36%), Female (97%/76%/35%), Male (94%/60%/37%) , Gifted and Talented (100%/89%/56%), LEP (96%/65%/26%) Migrant (N/A%) Special Ed. (100%/63%/13%)

Science: At-Risk (66%/27%/9%), Economic Disadvantage (74%/38%/9%), Hispanic (75%/40%/10%), Female (78%/35%/3%), Male (71%/46%/17%), Gifted and Talented (100%/78%/33%), LEP (65%/30%/4%) Migrant (N/A%) Special Ed. (38%/13%/0%)

2017-2018

3rd Reading: At-Risk (66%/25%/11%), Economic Disadvantage (80%/42%/25%), Hispanic (80%/42%/26%), Female (85%/44%/23%), Male (75%/41%/30%), Gifted and Talented (100%/79%/71%), LEP (63%/17%/3%) Migrant (N/A) Special Ed. (23/0%/0%%)

4th Reading: At-Risk (63%/13%/0%), Economic Disadvantage (79%/37%/9%), Hispanic (79%/37%/9%), Female (80%/35%/8%), Male (78%/39%/10%), Gifted and Talented (100%/75%/25%), LEP (63%/7%/0%), Migrant (N/A%), Special Ed. (57%/29%/14%)

5th Reading: At-Risk (76%/35%/11%), Economic Disadvantage (85%/55%/35%), Hispanic (85%56%/35%), Female (86%/51%/33%), Male (84%59%/38%), Gifted and Talented (100%/93%/80%), LEP (50%/7%/0%), Migrant (N/A%), Special Ed. (50%/20%/10%)

Writing: At-Risk (51%/15%/3%), Economic Disadvantage (69%/37%/6%), Hispanic (69%/37%/6%), Female (78%/43%/8%), Male (61%/32%/5%), Gifted and Talented (88%/38%/24%), LEP (42%/12%/0%) Migrant (N/A) Special Ed. (43%/14%/0%)

3rd Math: At-Risk (75%/38%/17%), Economic Disadvantage (84%/54%/29%), Hispanic (84%/54%/29%), Female (92%/54%/25%), Male (75%/55%/34%), Gifted and Talented (100%/100%/79%), LEP (71%/34%/9%) Migrant (N/A) Special Ed. (46%/0%/0%)

4th Math: At-Risk (83%/33%/18%), Economic Disadvantage (91%/52%/23%), Hispanic (91%/52%/23%), Female (88%/48%/18%), Male (95%/56%/29%), Gifted and Talented (100%/88%/63%), LEP (89%/30%/19%) Migrant (N/A%) Special Ed. (86%/14%/0%)

5th Math: At-Risk (94%/61%/25%), Economic Disadvantage (96%/78%/43%), Hispanic (96%/79%/44%), Female (98%/76%/33%), Male (95%/81%/54%), Gifted and Talented (100%/100%/93%), LEP (85%/23%/15%) Migrant (N/A%) Special Ed. (80%/60%/20%)

Science: At-Risk (78%/11%/11%), Economic Disadvantage (87%/51%/23%), Hispanic (87%50%/23%), Female (88%/39%/7%), Male (87%/63%/39%), Gifted and Talented (100%100%/73%), LEP (53%13%/0%) Migrant (N/A%) Special Ed. (70%/0%/0%)

Student Academic Achievement Strengths

Student Academic Achievement Strengths:

- Improved overall STAAR scores in Reading, Writing, Math & Science
- Increase of G/T students/More students have been identified
- Improved TELPAS Reading Scores
- Teachers are able to use assessment data to inform their instruction
- Teachers use the assessment data to provide research based intervention strategies.

Student Academic Achievement Needs:

1. Tutorials and Extended Day funding
2. Instructional materials (Rise & Shine, ECS Reading resources, MATH GPS...)
3. Students are encouraged to participate in our AR program for which the librarian will present them with incentives including field trips, certificates, ribbons etc...
4. Students need access to novels and authentic literature during regular class instruction and extended day.
5. Students will participate in a Coding Club that focuses on Math and Science
6. Our Destination Imagination will practice throughout the school year and compete in as part of a final activity.
   Our PK need to be assessed with CPALLS, OWL and progress monitoring 3 times a year. Our K-2nd grade students will be assessed with TPRI/Tejas Lee (BOY, MOY, EOY), campus & district assessments. Our 3rd-5th grade students will be assessed with the LION test, campus/district assessments

and benchmarks, STAAR etc... Our PK-5th grade students will be assessed with TELPAS during the year.

8. Based on assessment results, we will use the data to drive our instruction. Teachers will use the results to differentiate instruction and provide intervention for our students identified as Tier 2 & 3. We will meet as part of the RTI committee to review interventions, TPRI/Tejas Lee and LION result to determine if we need to proceed with additional testing for Special Ed. and Dyslexia.
9. Our Dyslexia and Special Ed. teachers are an integral part of the academic process after students have been identified as being in need to intervention.
10. Our students need access to STAAR resources that include the new ELAR TEKS.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We need to improve our STAAR scores for Special Ed. and EL students. **Root Cause**: Special Ed. students are performing 2 to 3 grade levels below and ELLS. We need to improve our Tier I instruction, provide extensive vocabulary development and comprehension instruction.

Problem Statement 2: We need to improve STAAR scores for our 3rd-5th grade students to ensure they meet "Approaches", "Meets" and "Masters" levels. We need more students at the "Meets" level in all areas to ensure they're on level. **Root Cause**: We need to provide more explicit instruction in Reading, Math, Writing & Science, extensive vocabulary development and comprehension

Problem Statement 3: We need to improve student academic achievement. Our students on an RTI need to be identified, for Special Ed. or Dyslexia, in a timely manner to ensure they receive the best intervention based on their needs. **Root Cause**: Based on assessment results and various data, our students are limited in language, vocabulary and experiences. They come to school with deficiencies and our teachers must provide them with explicit instruction and interventions that will enable them to catch up to their peers.

School Processes & Programs

School Processes & Programs Summary

In an effort to improve the delivery of instruction, the SBDM reviewed, on May 28, 2019, different curriculum resources that our teachers need to be trained with in order to improve their delivery of instruction. We are in compliance with district initiatives. We prepare our students for state and district required assessments. Teachers attend professional development and are provided with instructional materials that will enable them to provide high quality instruction for our students. Our teachers use assessment data to drive their instruction. The Dean of Instruction will conduct walk-throughs and model lessons in order to help teachers with their delivery of instruction based on their needs and to provide instructional support. Our teachers use a plethora of instructional resources and materials to address the needs of our students. Teachers will also have access to markers, pens, paper, ink, labels, and tape in order to create instructional file folder games to be used in their classrooms. In order to identify our curriculum, instruction and assessment needs, we used the following resources: campus & district assessments/benchmarks (Eduphoria), STAAR scores, TELPAS & AMAO results, SSI information, TANGO Central and Trends reports. Based on low Writing District Benchmark scores, we determined that our students need more assistance with Writing. Our 3rd -5th grade teachers attended the 4th Grade Writing Academy training and they are expected to implement newly learned Writing strategies in their classrooms. Our focus will be on Reading, Writing and 2nd language acquisition. Based on our STAAR results, our special ed and ELL students performed low and show the most need of our school population. Our 3rd- 5th grade students will have access to math dictionaries in an effort to increase their math concept internalization thus improving our math scores. Our PK-2nd grade students need access to bilingual picture dictionaries that will facilitate their 2nd language acquisition. Our PK-5th grade, and Special Ed. students have opportunities to attend field trips during the school year in an effort to build their background knowledge, vocabulary development and expand their experiences. Our PFS migrant & migrant students will receive supplemental support services, school supplies to enable them to complete their work at home and school, they'll attend summer school, tutorials, extended day and Tier II instructional time in order to close the achievement gap. Migrant, Special Ed. At-Risk and Bilingual students (PK-3rd) will be assessed with CPALLS or TPRI/Tejas Lee to identify students in need of intervention.

As per our CNA, we need to retain certified teachers because of the low socio-economic area that we're in so that our school & students can continue to be successful. Our hiring committee consists of Administrators, lead teachers, counselors and at least one paraprofessional. We document their responses and they are rated accordingly. New teachers are assigned a mentor and they go through a teacher induction program at our campus to ensure they will be successful. We used the Recruitment and Retention Stategies and other data to identify our staff quality, recruitment and retention needs. Our teachers need to attend professional development that targets specific academic areas: Writing, Reading, Math & Science. They also need access to professional development that targets specific STAAR assessment information, Sheltered Instruction, Bilingual updates etc...

The SBDM reviewed a district activity on assessing school safety at all schools. We determined through thorough discussion that we need to be more vigilant when it comes to visitors on campus. We need to review their identification and ensure that they have a school pass in order to access areas throughout the campus especially where there are children present. As a campus, it is of utmost importance to train our students on procedures they are to follow in case of a fire, lockdown, and severe inclement weather. Parents and community members are welcomed and encouraged to visit the campus, attend meetings and be more involved in their child's education. Our counselors will attend professional development to ensure they receive counseling updates to better serve our students. We are also required to implement effective procedures to identify and enroll homeless students in a timely manner. Our school nurse attends trainings for health updates that will have a direct impact on our students.

The SBDM reviewed the fixed assets report and technology equipment update calendar to determine the needs of our campus. Based on these findings, our technology infrastructure update was determined. Teachers need flash drives in order to save instructional lessons from Pearson/Envision Math, Pearson/Science, HMH Reading and other resources that are necessary for their classroom instruction. Our students need access to new computers, tablets and IPADS in order to access the following programs including: Edusmart (Science) and Study Island/Edmentum (Reading, Math, Science and Writing). Students also need to access the Pearson website in order to take online practice tests so that they can excel on TELPAS Reading. K-5th grade students will have access to new headphones in the computer lab to enhance interactive activities for oral language and thus facilitate their 2nd language acquisition. We reviewed the following sources including: our fixed assets report, STAR survey, Tango-Central/Trends usage and technology professional development opportunities to assist us in identifying our technology needs.

We ensure that the campus is maintained in order to continue to provide an environment that is conducive to learning for our students. We monitor the upkeep of the facilities on a regular basis.

School Processes & Programs Strengths

School Processes & Program Strengths:

- Horizontal & vertical alignment
- Consistent implementation of district curriculum
- Fidelity to the instructional programs
- Differentiated/leveled instruction for students
- Effective delivery of instruction
- Effective technology programs that improve academic achievement
- Highly qualified teachers & certified teachers
- Teachers and paraprofessionals are involved in the hiring process
- Student achievement reflects staff effectiveness
- T-TESS reflects high quality instruction
- Special programs teachers are highly qualified and well trained to work with our population
- Effective campus teacher induction program including: professional development, co-teaching & modeling lessons by Dean of Instruction. The Dean of Instruction distributes instructional materials and provides immediate feedback by conducting class visits and walk-throughs.
- Extensive professional development for all faculty and staff
- Effective SBDM Committee
- Efficient mentor teachers
- Extensive communication between faculty, staff, students, parents and administration
- Unity amongst faculty, staff & administration
- Successful & dedicated leadership, guidance & direction

- Effective school safety
- Our counselors will attend professional development to ensure they receive counseling updates to better serve our students.
- Edusmart Science, Study Island/Edmentum (Writing, Math Reading & Science) k-5th in the computer lab/classrooms
- Technology Support Teacher available
- Increase of G/T students/more students have been identified
- eSchool is available to administration and parents to monitor student progress
- Improved TELPAS online Reading scores
- Smart Boards in many classrooms
- Students have access to computers in all classrooms and computer labs
- Students have access to tablets and IPADS for classroom/academic use
- Our students need access to new computers, tablets and IPADS in order to access the following programs including: Edusmart (Science) and Study Island/Edmentum (Reading, Math, Science and Writing).
- Students also need to access the Pearson website in order to take online practice tests so that they can excel on TELPAS Reading. K-5th grade students will have access to new headphones in the computer lab to enhance interactive activities for oral language and thus facilitate their 2nd language acquisition.
- We ensure to use all exhaustable budget funds to purchase necessary instructional items needed for our students and campus facilities.

School Processes & Program Strengths Needs:

1. Teachers will also have access to markers, pens, paper, ink, labels, and tape in order to create instructional file folder games to be used in their classrooms.
2. We need access to colored tagboard for Language Enrichment cards.
3. Our 1st- 5th grade students will have access to dictionaries to facilitate vocabulary development and word meaning in text.
4. Our PK-2nd grade students need access to bilingual picture dictionaries that will facilitate their 2nd language acquisition.
5. Our PFS migrant & migrant students will receive supplemental support services, school supplies to enable them to complete their work at home and school, they'll attend summer school, tutorials, extended day and Tier II instructional time in order to close the achievement gap.
6. Our migrant students need access to USBs (to save audio books), audio books, CD players and dictionaries/talking dictionaries to facilitate vocabulary development and word meaning in text. They also need access to school supplies for use at school and at home to complete their class and homework.
7. Our Kinder students need developmentally appropriate primary composition notebooks to facilitate their writing and 2nd language acquisition.
8. Our Special Ed. students need access to board games, manipulatives, puzzles and general supplies.
9. Our students need access to sharpeners for use during assessment.
10. Our teachers need to attend professional development and we hire substitutes to enable them to attend sessions.
11. Effective campus teacher induction program including: professional development, co-teaching & modeling lessons by Dean of Instruction. The Dean of Instruction distributes instructional materials and provides immediate feedback by conducting class visits and walk-throughs.
12. Extensive professional development for all faculty and staff
13. Our counselors will attend professional development to ensure they receive counseling updates to better serve our students.
    Our counselors need supplies, books and incentives to motivate our students to be on their best behavior both at school and at home. Students are also

encouraged to make good decisions and not bully others.

15. Our school nurse will have access to nursing supplies to better serve our students.
16. Our Life Skills teachers will have access to supplies including gloves to facilitate diaper changes.
17. Our school will implement energy saving strategies to ensure that we conserve our resources. We will continue to monitor our campus and maintain our facilities to ensure that students attend an environment that is conducive to learning for all of our students.
18. Our school will ensure that 100% of budgeted funds will be expended based on prioritized needs in adherence to the funding reports.
19. Students have access to computers & printers in all classrooms and computer labs. Our TST will maintain the computers in the lab, classrooms and offices. The TST maintains the Gallegos website by updating pictures and forms on a weekly basis.
20. Students have access to tablets and IPADS for classroom/academic use
21. Our students need access to new computers, tablets and IPADS in order to access the following programs including: Edusmart (Science) Study Island/Edmentum (Reading, Math, Science and Writing) and e-Books
22. Our 1st & 2nd grade students need access to the Prodigy website for Math support.
23. Students also need to access the Pearson website in order to take online practice tests so that they can excel on TELPAS Reading. K-5th grade students will have access to new headphones in the computer lab to enhance interactive activities for oral language and thus facilitate their 2nd language acquisition.
24. Our 5th grade students will have access to tablets as part of our 5th grade initiative to enable them to use the internet for instructional purposes.
25. Our G/T students will have access to headphones for use at the listening center during differentiated instruction as they read above level books. They will be assessed to identify G/T students during the school year.
26. Our students need access to classroom printers to facilitate printing of assignments during the instructional day.
27. We need to continue to maintain our campus and monitor the facility upkeep on a regular basis to ensure that we provide an environment that is conducive to learning for our students.
28. To ensure that our students are successful, we have a class size reduction teacher in 5th grade that will enable our students to have differentiated instruction in a small group setting.
29. Edmentum (Study Island) Consultant will provide professional development for the updated computer program that was renewed for this school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our teachers constantly need to adjust their delivery of instruction and they must be in full compliance/implementation of the district curriculum guidelines and initiatives. ..especially in the area of Reading due to the new ELAR TEKS and Pearson Reading adoption for the 2019-2020 school year. **Root Cause**: Our students need very direct and deliberate instruction and our teachers must fully implement our district curriculum guidelines.

Problem Statement 2: Our teachers need to continue attending high quality professional development based on student needs. **Root Cause**: Our students have many challenges and our teachers need to be prepared to address their needs through research based instruction and interventions.

Problem Statement 3: We need to continuously maintain a safe environment for our students, faculty, staff and parents. **Root Cause**: As a campus, we

must keep procedures in place that will make our campus a safe environment for students, faculty, staff and parents.

Problem Statement 4: We need to continuously improve our technology infrastructure to provide our students with updated technology resources...for use during STAAR, TELPAS, LION testing and online assessments. **Root Cause**: We do purchase technology items each year, based on availability of funds, in an effort to improve our technology infrastructure.

Perceptions

Perceptions Summary

Our SBDM met on May 28, 2019 and identified a need for more parental and community involvement. We will schedule an SBDM meeting on the last Thursday of each month and invite parent representatives to provide input. We're also trying to reduce student mobility and increase stability by providing parents with support from school and the community in order to keep their children enrolled in our campus. Parents completed a survey in which the SBDM identified areas that needed improvement. The parent liaison provides meetings and trainings for parents to attend and she retains appropriate documentation. The Dean of Instruction and BISD curriculum specialists have met with parents on multiple occasions to discuss instructional strategies that they can do at home that will enable their children to improve academically. They have also met with them to discuss our instructional program on campus and assessment awareness. Parents have been motivated to attend parent luncheons with their child & school activities in an effort to promote parent involvement. We assign student planners & homework folders to our students to ensure that parents are aware of upcoming events besides homework requirements.

As part of our Campus Needs Assessment, we provide parents, teachers and students with surveys and questionnaires to enable them to provide us with feedback about how to better improve our school culture and climate. We had faculty, staff, students and parents participate in campus needs assessment, migrant and advanced academics surveys. We met as a committee to review the results identify strategies to improve and promote a positive school culture and climate. We used the resources below to identify our school culture and climate needs. Our PK-5th grade students participated in our Music program as part of musical enrichment. Two groups of 4th & 5th grade students participted in a Coding Club in an effort to promote technology applications in everyday life. We did establish a fitness club, running club, volley ball and basketball teams in an effort to increase student participation and motivation in sports in an effort to promote a healthy lifestyle. We did establish a Nature Club and they were able to focus on Science objectives including the responsibilty for caring for plants flowers. Our music teacher has a ukele club where students meet and learn contemporary music. They're able to perform during our school assemblys. A group of our students will participate in Destination Imagination for advanced academics. In an effort to facilitate a smooth transition between elementary and middle school, our 5th grade students go on a field trip to their zoned campus (Vela or Garcia Middle Schools) for orientation.

Perceptions Strengths

Perceptions Strengths:

- Parental involvement with the few parents that participate.
- Increased parental attendance during meetings and school activities
- Effective community relations
- Effective parent volunteers
- Frequent parent meetings & trainings

- Frequent meetings with Dean of Instruction & BISD curriculum specialists
- Seven opportunities to explore different career options

Perceptions Strengths Needs:

1. We assign student planners & homework folders to our students to ensure that parents are aware of upcoming events besides homework requirements.
2. Parents are invited to attend meetings, school luncheons and assemblies at the campus. Our Parent Liaison ensures that parents are notified about upcoming meetings, conducts home visits and recognizes them as an asset to our school community.
3. Our Destination Imagination students will need access to supplies and provisions for the DI competition
4. Shared educational philosophy
5. High expectations
6. Positive school climate promoted through frequent meetings within the school community
7. Parental involvement
8. Active SBDM
9. High achieving classroom walkthroughs
10. Immediate feedback from campus administration in an effort to make faculty and staff aware of recent developments, campus procedures, weekly calendar, professional development opportunities through a weekly newsletter.
11. Active participation in the Coding club and district conference held at the end of the year
12. Active particiaption in health & fitness, Fitness Gram, Annual Fun Meet and CATCH Committee
13. Active student participation in our campus running club, volleyball and basketball teams. Students will also participate in Choir, KIDS Voting, Fire Prevention Week, Anti-Bullying campaign, Drug Free Awareness, Bus Awareness etc...
14. In an effort to facilitate a smooth transition between elementary and middle school, our 5th grade students go on a field trip to their zoned campus for orientation. We will have a half day PK-3 program to enable our students to make a smooth transition from Headstart and daycare to a regular academic setting.
15. Our students will attend field trips, during the school year, that will facilitate their learning.
16. Our students will attend activities/competitions for running club, volleyball, basketball, choir Ukelele club and fine arts.
17. All teachers will be provided with an opportunity to participate in tutorial, extended day and extracurricular sponsorship.
18. Teachers & students will be recognized throughout the year for their efforts. Our TST will post pictures on our school website commemorating our school successes.
19. Active UIL student participants will need resources to be used during practice of events for upcoming UIL meet.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to improve parent participation and increase parental involvement. **Root Cause**: Parents lack educational empathy. As a campus, we need to provide incentives for parents to attend meetings and increase parental involvement and participation.

Problem Statement 2: We need to increase student participation in different school activities in an effort to motivate them to be more active at school.
Root Cause: Students lack experiences, self confidence and motivation. As a campus we need to provide more activities to inspire our students to participate and thus receive a well rounded education.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: June 06, 2019

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Our 3rd-5th grade Gallegos Elementary students, will score 70% on 'Meets"performance and will score 30% Masters on the 2019 STAAR Reading, Math, Science & Writing.

Evaluation Data Source(s) 1: STAAR/performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Reading/Language Arts Staff Development: Teachers will be provided with reading staff development that will enable them to provide high quality reading instruction including intervention activities for RTI. Teachers are required to attend SIOP training (Texas Gateway Online) in order to service our bilingual students with current Sheltered Instruction strategies in an effort to facilitate student's 2nd language acquisition. Professional Development activities are included below. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and	2.4, 2.4, 2.5, 2.6	-Campus Administration -Dean of Instruction -PK-3-5th grade teachers	Formative: Weekly assessments, Campus Assessments BOY & MOY CPALLS, TPRI/Tejas Lee, progress monitoring instrument District Benchmarks -Weekly schedules -Walk-throughs -Monitor curriculum implementation Agendas, sign-in sheets & handouts, RTI plans and tutorials, RTI documentation and tutorials attendance sheets and lesson plans. Summative: EOY CPALLS & TPRI/Tejas Lee Assessment TELPAS Reading STAAR scores, STAAR-Alternate				

comprehension). Professional Development Our teachers will attend professional development for Reading, Writing, Math, Science and Social Studies Language Arts & grade level specific professional development for teachers to implement effective reading, math, writing and science. Campus Turn-Around Trainings, Cognitive Strategies Trainings are provided to faculty and staff to improve student achievement and increase our Campus Assessments, District benchmarks, STAAR reading and language arts and TPRI/Tejas Lee and TELPAS online reading scores. Reading, Writing, Math and Science Maintenance Meetings PK-5th grade teachers will attend monthly Reading, Writing, Math and Science Maintenance meetings to receive curriculum updates. Planners Teachers will use planners to keep track/document staff development. Campus Administrators will attend professional development in an effort to dissiminate information that is pertinent to STAAR. Our teachers will have an opportunity to attend the sessions listed below 1.New Teachers to the School Will be required to attend the New Teacher In-service Professional Development Days that scheduled at the beginning of the school year or at the start of the 2nd semester (January). 2. Response to Intervention Language Enrichment Esperanza Reading Readiness Preparacion para la lectura 3-tier model Ready Set Teach 21 days Centers Effective Differentiated Instructional Practices Houghton Mifflin Harcourt Core reading program Reading Academies 3. Substitute Teacher Salary							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
	Funding Sources: 162 State Compensatory - 3000.00, 263 Title III-A Bilingual - 0.00, 163 State Bilingual - 0.00, 199 Local funds - 2912.23, 211 Title I-A - 3000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Academic Vocabulary Teachers will be trained on how to address the need to improve student use & comprehension of academic vocabulary by using Marzanos vocabulary instruction and Academic Vocabulary for English Language Learners in Texas. The use of these materials will enable students to show measureable improvement on PBMAS, SELP/SSLP, TELPAS Reading & Reading STAAR scores, TPRI & Tejas Lee scores. Our students need access to dictionaries/talking dictionaries to facilitate 2nd language acquisition and enable vocabulary development. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-August 2019-May 2020 SPP #10	2.4, 2.4, 2.6	-Administration -Dean of Instruction -PK-3-5th grade teachers -Spec. Ed. teachers	Formative: Weekly assessments, Campus Assessments BOY & MOY TPRI/Tejas Lee, progress monitoring instrument District Benchmarks -Walk-throughs -Monitor for implementation BOY & MOY C-PM Summative: EOY TPRI/Tejas Lee Assessment EOY C-PM TELPAS Reading & Reading STAAR scores				
	Funding Sources: 263 Title III-A Bilingual - 0.00, 212 Title I-C (Migrant) - 0.00, 199 Local funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 3) Writing Academy Workshop Our 4th grade teachers will continue to implement strategies from the Writing Academy, in an effort to improve their students writing scores. K-2nd will use Write for Success to follow the writing process in an effort to produce effective writers. They will implement the Writing strategies by using composition books/writing folders for every student (K-5th) to enable them to produce writing samples on a weekly basis for review. PK-3-5th grade teachers will turn in writing journals to Administration, for review, on a weekly basis. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2019-May 2020 SPP #10	2.4, 2.4	-Administration -Dean of Instruction	Formative: weekly and Campus Assessments, District Benchmarks -Walk-throughs -Monitor for Writing strategy implementation -writing journals Summative: STAAR Writing Scores				
	Funding Sources: 211 Title I-A - 900.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Small group and Individualized Instruction Based on recent benchmark scores, campus administrators will conduct more classroom walk-throughs and classroom visits to ensure that teachers are providing small group and individualized instruction based on student needs. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2019-May 2020 Perc #9	2.4, 2.5, 2.6	-Administration -Dean of Instruction	Formative: Walk-through documentation -Walk-throughs -Monitor for small group implementation Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing STAAR scores, TELPAS online Reading test, and STAAR-Alternate				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) 5th Grade Class Size Reduction Teacher Teacher will facilitate grade level to provide small group instruction for At-Risk students by reducing class size. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2019-May 2020 SPP #29	2.4, 2.6	-5th grade teacher -Administration	Formative: Envision Unit Assessments and District Benchmarks -Class rosters -Position control Summative: STAAR scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Improve low-performing schools 6) Edusmart Science Teachers will use the Edusmart Science online system to facilitate delivery of instruction in science and enable students to internalize new concepts. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2019-May 2020 SPP #21	2.4, 2.5, 2.6	-Administration -Dean of Instruction -1st -5th grade teachers	Formative: Weekly tests, campus & district assessment/ benchmarks -Walk-throughs Summative: Science STAAR scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Improve low-performing schools 7) Field Trips Students will attend field trips that focus on science in the community in order to build life experience and thus expand their background knowledge that will prove necessary for assessment purposes. Students who reach their yearly goal of 100 AR points will be rewarded with a field trip at the end of the school year. This promotes and fosters a passion for reading and learning. Middle School Field Trip: Students will visit Garcia & Vela M.S. for orientation and to learn about the different educational opportunities offered in middle school and the expectations and requirements upon entering 6th grade. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2019-May 2020 Perc #14 & 15	2.4, 2.6	-Administration -PK-5th grade teachers -Special Education teachers -Special Programs teachers -Librarian	Formative: Weekly tests, campus assessments, district benchmarks, AR scores -Verification of students attending the field trip -Classroom activity to tie in the learning experience Survey -Collaboration & coordination between Gallegos and Garcia MS to enable students to participate in the orientation Summative: AR scores & Science STAAR scores, students will correctly identify middle school requirements & expectations				
	Funding Sources: 199 Local funds - 8079.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: BISD early childhood performance will increase by 5 percentage points over end-of-year 2019 results

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALLS and LION

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Early Reading, Math & Science Intervention: This program is based on CPALLS testing. CPALLS and OWL assessment results drive instruction and enables teachers to provide individualized intervention for At-Risk students. The teacher will use the CPALLS and OWL manual activities to assist students having difficulty in reading, math and science. Teachers will administer CPALLS, LION and TPRI/Tejas Lee at the BOY, MOY and EOY and progress monitor in between based on the assessment timeline. We'll use the LION test, for 3rd-5th, to monitor our students in Special Ed., Dyslexia and RTI. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--September 2019-April 2020 SA #7	2.4, 2.6, 2.6	-Administration -Dean of Instruction -PK-5th teachers	Formative: C-PALLS, OWL, LION, TPRI/Tejas Lee BOY & MOY assessment -Classroom schedules -Walk-throughs Summative: EOY CPALLS, OWL, LION and TPRI/Tejas Lee assessment				
2) System for Sustainability of TLI Strategies PK will be available for all for the upcoming school year. PK students will be assessed with the CPALLS during BOY, MOY and EOY. PK teachers will use the OWL assessment to progress monitor students. K-2nd students will be assessed with TPRI/Tejas Lee at BOY, MOY and EOY.They will be progress monitored every 2 weeks. Data	2.4, 2.6, 2.6	-Dean of Instruction -Administration -Curriculum Specialists -PK-3-5th grade teachers	Formative: BOY & MOY CPALLS, OWL assessments, BOY & MOY TPRI/Tejas Lee assessments, campus assessments and district benchmarks, walk-throughs Summative: EOY CPALLS, OWL assessments, EOY TPRI/Tejas Lee assessments, TELPAS Reading, STAAR Reading, Math and Science				

analysis will done after the assessment to drive instruction and track student performance. Our focus will be on vocabulary development and reading comprehension. Our teachers will use the Frayer Model and Marzano's academic vocabulary development strategies. Our students need access to dictionaries to facilitate vocabulary development and to find word mean in text. 1st-5th grade teachers will use a fluency tracker every week to document fluency for their students and they will provide the Dean of Instruction with a copy of the fluency tracker for review. Lesson Plans are turned in to Administration for review on a weekly basis to ensure that the district curriculum frameworks, scope & sequence and TEKS are being implemented. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: OWL Screening Assessment Progress Monitoring BOY-10/15-10/19 MOY-2/4-2/8 EOY-5/20-5/24 CPALLS BOY-9/17-9/28 MOY-1/14-1/25 EOY-4/22-5/03 TPRI/Tejas Lee BOY-09/24-9/28 (1st-2nd) BOY-10/1-10/5 (Kinder) MOY-1/21-1/25 EOY-4/22-4/26								

SPP #3 SA #7							

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 3: PBMAS Report, STAAR Results, STAAR Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Reading Renaissance Learning: This program is set up to motivate students to read. Students self select books (at their level) and take quizzes that focus on comprehension. Students comprehension, fluency and love of reading increases. Students will also be exposed to a plethora of vocabulary development by reading an extensive library of books. Librarian Resources The Librarian will order books to supplement the library including class sets. Open purchase order at the Media Center to be used to print reading logs. The Librarian will provide teachers with feedback on student performance at the end of every six weeks. She will use duplicating paper and printer ink to reproduce Accelerated Reading Reports. Student logs will be used daily to ensure that students are successfully using the Accelerated Reading Program. The campus librarian will attend professional development from Reading Renaissance Learning in an effort to acquire the latest updates as they occur in the Accelerated Reading Program. She will also attend other sessions to update her personal knowledge and skills by attending continuing professional	2.4	-Administration -Dean of Instruction -Librarian -K-5th grade teachers -Spec. Ed. teachers	Formative-Monitor Accelerated Reader for student point accumulation, Campus & District assessment scores, BOY & MOY TPRI/Tejas Lee Monitor library maintenance PDS documentation, attendance, agendas & sign-in sheets Summative-EOY TPRI/Tejas Lee scores, TELPAS Reading scores & STAAR scores Extended use of library books for Reading Renaissance Learning implementation To determine growth in independent reading levels. PDS documentation, attendance, agendas & sign-in sheets				

educational opportunities. The Librarian will attend regional, state or national conferences annually and present information gained to the campus as a turn around training. The Librarian will conduct professional development for campus personnel that supports the school library program elements found in state mandated curriculum, the SBEC guidelines, the STAR Chart at the target technology level and national standards for library programs. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2019-May 2020 Daily SPP #12							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Reading & Math Instructional Materials: Teachers will use instructional materials to differentiate instruction for students in Reading. Teachers will use leveled Pearson Language Arts, Florida Center for Reading Research Activities, Language Enrichment & Language Arts materials and library reading logs. Students will have access to manipulatives, puzzles, character building activities, and instructional games. Teachers will use duplicating paper to reproduce instructional activities for tutorials and small group instruction. Teachers use boom box CD radios in order to implement their listening centers, including Read Naturally reading practices, during small group reading instruction. Open purchase order for pens, paper, toner, pencils, butcher paper, dividers, post-its, folders, glue sticks, crayons, tempra paint, staples, tape, envelopes, expo-markers, markers, paper, broken line paper, drawing manila paper, colors, colored paper(for arts & crafts), colored tag board(for Language Enrichment Cards), pencil sharpeners, dry erase markers, laminating film, sentence strips, bordette, poster boards, chart rings, paint, staples, staplers, tape, glue sticks, supplies, clocks, kleenex, batteries, labels and plastic binding combs to create instructional reading booklets for students. PK and Kinder teachers will have access to plastic alphabet letters for use with the Alphabet Arcs during Reading Readiness. Our students receiving Special Ed. instruction will use Reading Mastery Reading workbooks based on their level to improve reading, fluency and comprehension. Our students need access to sharpeners for use during assessment.		-Dean of Instruction -PK-5th grade Reading classroom teachers -Special Ed. Teachers -Librarian	Formative: Weekly tests, TPRI/Tejas Lee BOY & MOY Assessment, Campus Assessments and District Benchmarks -RTI intervention documentation -Walk-throughs BOY & MOY CPALLS Summative: 3rd-5th grade Reading scores on STAAR, STAAR-Alternate & STAAR-A 60% above on Reading TELPAS EOY CPALLS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
	Funding Sources: 263 Title III-A Bilingual - 6049.00, 163 State Bilingual - 6575.00, 199 Local funds - 9765.00, 166 State Special Ed. - 3480.00, 211 Title I-A - 17346.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Response to Intervention for Tier II/III students: Teachers will meet with the RTI committee, progress monitor and decide if there is a need to test for Dyslexia and Special Ed. services. PK-5th grade teachers will provide intervention for students identified as having difficulties in Reading, Writing, and Math. RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will use the Pearson Intervention Activities, Florida Center for Reading Research activities, TPRI & Tejas Lee and Math & Science (Pearson Realize website) intervention activities to differentiate instruction based on student needs. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline- 9/20/2019 11/01/2019 12/20/2019 2/14/2020 4/03/2020 5/27/2020 SA #8	2.4, 2.4	-Administration -Dean of Instruction -RTI committee -PK-5th grade teachers	Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment Campus Assessments and District Benchmarks BOY & MOY CPALLS -Classroom schedules -Walk-throughs Summative: EOY TPRI/Tejas Lee Assessment, Reading STAAR scores EOY CPALLS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Improve low-performing schools 4) Dyslexia Teacher: The Dyslexia teacher will provide intervention to students that have been identified with dyslexia in order to assist students meet content performance expectation and improve academic achievement. Population: (AR) (LEP) (MI) (DYS) (TI) Timeline--August 2019-May 2020 (Daily) SA #9	2.4, 2.5, 2.6, 2.6	-Dyslexia teacher -Administration -Dean of Instruction -Administrator for State Compensatory Education	Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & Campus Assessments, District Benchmarks, lesson plans, classroom observations, student progress reports Summative: EOY TPRI/Tejas Lee Assessment & Reading STAAR scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 5) STAAR Reading, Writing, Math and Science Test Practice Materials: STAAR test practice materials will be selected by teachers and purchased to be used during tutorials in an effort to ensure that students reach 90% and above in Reading, Math, Writing and Science STAAR scores. The following instructional resources will be used: Measuring Up Reading, Math, Writing and Science, Mentoring Minds/Motivation Reading, Writing, Math and Science, and Forde Ferrier STAAR formatted Reading, Writing, Math, STAAR Master, MATH GPS, Fast Focus, STAAR Countdown, Rise & Shine, ECS Learning, Drops in a Bucket and STAAR Coach & Science booklets and Support Coach for Reading and Math. 3rd-5th grade students will use Think Up (Mentoring Minds) with the new ELAR TEKS. Population: (AR) Non-Lep (LEP) (MI) (DYS) (TI) (SE) Timeline--August 2019-May 2020 SA #2	2.4, 2.4, 2.5	-Administration -2nd-5th grade teachers -Administrator for State Compensatory Education	Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment Reading, Writing, Math & Science Campus Assessments & District Benchmarks -Walk-throughs -Monitor for implementation -District/Campus assessments results Summative: EOY TPRI/Tejas Lee Assessment, Reading, Writing, Math & Science STAAR, STAAR-Alternate scores and TELPAS online Reading test				
	Funding Sources: 211 Title I-A - 5080.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Vertical Alignment Sessions for Reading, Writing, Math and Science PK-5th Grade, Special Ed. & Special Programs teachers will participate in vertical alignment sessions in order to create instructional activities to be used in small group and to differentiate instruction and close the academic student. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-September 2019-May 2020 SPP #1	2.4	-Administration -Dean of Instruction	Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation BOY & MOY C-PM tests, Reading, Writing, Math and Science Campus Assessments & District Benchmarks -Monitor for activity implementation Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing Reading, Writing, Math and Science STAAR scores, TELPAS online Reading test, and STAAR-Alternate				
7) Students who reach their six weeks and yearly AR goals with an 85% in reading accuracy will be recognized and awarded incentives. Students will be provided with stickers, pencils, trophys etc... The Librarian will use funds from Book Fairs to provide the incentives. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-August 2019-May 2020 SA #3	2.4, 2.5, 2.6	-Librarian -Dean of Instruction -Campus Administration	Formative: AR scores, BOY/MOY TPRI/Tejas Lee scores, Reading Campus/District Assessment Scores Summative: AR scores, EOY TPRI/Tejas Lee scores and Reading STAAR scores				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, ELA, Fine Arts programs by 5% over 2019-2020 participation.

Evaluation Data Source(s) 4: District competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Social Studies Integration with Reading: 2nd -5th grade Students will review test taking strategies. Social Studies Instructional Materials: Teachers will use instructional materials to differentiate instruction for students during Social Studies. Population: 2nd -5th (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2019-May 2020 -Weekly assessments starting in August 2019-May 2020 Student Academic Achievement #2		-Administration -Dean of Instruction -2nd-5th grade teachers	Formative: Weekly tests -Walk-throughs -Monitor for classroom usage of reading practices that focus on social studies PK ongoing observations Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation District Benchmarks Summative: Reading STAAR scores, PBMAS, TELPAS Reading, AMAOS, LAS PK ongoing observations EOY TPRI/Tejas Lee Assessment, Reading & Writing STAAR scores, TELPAS online Reading test, and STAAR-Alternate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 2) Technology Training for Social Studies Teachers Social Studies teachers will be trained on Powerpoint, SmartBoard, Weblinks and Pearson Realize in order to facilitate Social Studies lessons and impact delivery of instruction. Reading/Language Arts will also be impacted by improved instruction in Social Studies. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2019-May 2020 Demographics #2		-Campus Administration -Social Studies Teachers	Formative: Weekly Reading and Social Studies assessments and district benchmarks -Professional development opportunities/ professional leaves/ERO Summative: Reading STAAR scores, and TELPAS Reading				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 3) Reading and Writing Strategies through Social Studies Instruction Teachers will implement and support Reading and Writing strategies in Social Studies instruction to focus on Expository Text. Teachers will focus on predicting outcomes, inferencing, summarizing, paraphrasing and research in order to increase and support student success in assessments. Populations: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2019-May 2020 Student Academic Achievement #2	2.4, 2.6	-Administration -Dean of Instruction -Social Studies Teachers	Formative: Weekly Reading and Social Studies assessments and district benchmarks -Walk-throughs -Monitor for reading & writing strategies through Soc. Studies implementation Summative: Reading STAAR scores, and TELPAS Reading				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Patriotism Alive Teachers and students will participate in different activities including Kids voting, online voting, Celebrate Freedom Week and Constitution Day. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-Sept. 2019 Celebrate Freedom Week Oct. 3-14 Mock Voter Registration Nov. 1 Voting Results Perc #13	2.5	-Administration -Dean of Instruction	Formative: Student Participation -Voting results report Summative: Student Participation and Voting Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Our 5th grade students will participate in our Choral Music program & Ukulele club at Gallegos Elementary. They will also perform throughout the community including: singing during open house, parent meetings and Dean Porter Park during the Christmas season, campus Christmas program and the nursing home. Our music teacher uses musical resources to facilitate student singing. Our PK-5th grade students will participate in our annual Christmas Program at Gallegos Elementary. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2019-May 2020 Perc #13 & 16	2.5, 3.1	-Campus Administration -Music Teacher -PK-3-5th Teachers	Formative: Increased student participation at different events throughout the community				
6) Fine Arts in the Classroom: All students will have an opportunity to participate in fine arts activities that will enhance student learning in different academic areas. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2019-May 2020 Perc #16	2.5, 2.6	-Administration -PK-3-5th grade teachers	-Formative: Weekly and ongoing activities & projects -Monitor for implementation -Walk-throughs -Summative: Active student participation and final product/project activities				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 7) Coding Club A group of 4th and 5th grade students will participate in our Coding Club that focuses on technology, math, science and ELA Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline: September 2019-May 2020 Perc #11	2.4, 2.5, 2.6	-Dean of Instruction -Administration -2nd grade teachers	Formative: Student participation in ongoing online coding events ex. Worldwide Coding Day in December 2017 Summative: Final Coding project to be presented at the end of the 2018-2019 school year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Basketball & Volleyball Team A group of our 3rd-5th grade students will participate in our Gallegos Basketball and Volleyball team. In an effort to promote health, well being, sportsmanship and student participation. Running Club A group of students will participate in our Running Club. Our Running club sponsors will work with students to ensure that they learn pacing and basics of long distance running in an effort to promote health, fitness and well being. The end result is to have students particiapte in the Cascade Park race (1.8 miles). Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline: September 2019-May 2020 Perc #15	2.5	-Administration -Dean of Instruction -Coach & 3rd grade teacher -Basket ball sponsor -Volleyball sponsor	Formative: Increased participation, volleyball and basketball tournaments and running events Summative: Improved motivation, active participation, increased sportsmanship behavior Cascade Park race, improved motivation, active participation, increased sportsmanship behavior				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Destination Imagination Team Our DI team (3rd-5th grade students) meets on a weekly basis to prepare for their culminating competition for advanced academics. They need access to supplies and provisions during their competition. Population: (AR) (SE) Non-Lep (LEP) (MI) (Dys) (GT Timeline: September 2019-February 2020 Perceptions #3	2.5	-Administration -Dean of Instruction -Destination Imagination Sponsors	Formative: Weekly practices Summative: Final culminating competition				
	Funding Sources: 199 Local funds - 0.00						
10) Nature Club Some of our 3rd-5th students participate in the Nature Club where they learn about planting gardens, growing fruits and vegetables. They have an opportunity to nuture the plants to ensure they grow and produce fruits and vegetables. Population: (AR) (SE) Non-Lep (LEP) (MI) (Dys) (GT Timeline: August 2019-May 2020	2.4, 2.5	-Teacher sponsor -Administration	Formative: Weekly checks of plants to ensure maximum yield Summative: Improved motivation, improved STAAR Science scores for 5th grade participants and Science enrichment for 3rd-5th grade students.				
11) UIL Our students participating in UIL events will have resources necessary to compete	2.5	-UIL sponsor -Administration	Formative: UIL practice prior to event competition Summative: UIL competition				
	Funding Sources: 199 Local funds - 141.60						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: All BISD facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will implement energy saving strategies for conservation. We will continue to maintain our school to ensure that our students attend an environment that is conducive to learning. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2019-May 2020 SPP #28		Campus Administration Maintenance Facilities	Energy saving stategies will result in energy conservation at our campus. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
	Funding Sources: 199 Local funds - 5000.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Our campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Our campus will ensure that 100% of our funds are used based on the needs assessments. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2019-May 2020 SPP #18		-Campus Administration -SBDM Committee	Funds will be expended based on prioritized needs in compliance with funding reports. Formative: monthly expenditure reports compared to CIP Summative: end of year expenditure reports				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: The District will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will receive non-monetary compensation through, gifts, recognition, praise as part of "Teacher of the Week". They get to have their name announced, a special parking spot, an hour for lunch at the end of the week and their picture on the Gallegos website. Population: All campus teachers Timeline: August 2019-May 2020 Perc #18		Campus Administration Counselors Teachers	Formative: weekly teacher recognition Summative: teacher retention and improved campus climate.				
2) All teachers are provided the opportunity to participate in our tutorial, extended day and extra-curricular activities sponsorship. Population: All Gallegos teachers Timeline: August 2019-May 2020 Perc #17	2.4, 2.6	Campus Administration Gallegos teachers	Formative: BOY, MOY TPRI/Tejas Lee assessment, campus assessments, district benchmarks Summative: EOY TPRI/Tejas Lee assessment, TELPAS, STAAR				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 3: The district and campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) At Gallegos Elementary, we recognize our faculty and staff by providing lunch for them after each major district benchmark and STAAR assessment. The 1st Friday of each month, courtesy of Dr. Ruben Gallegos, our faculty and staff is treated to sweet bread in an effort to improve campus morale/climate. August 2019-May 2020			Formative: on-going recognition for faculty and staff throughout the school year. Summative: improved recognition, morale/climate.	0%	0%	0%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: All District program areas and campuses will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Gallegos Elementary will provide events and pictures of activities taking place at our campus to the Public Information Office in an effort to promote our school. Our school website will also showcase student and community activities. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2019-May 2020 SPP #19 Perc #18	3.1	-Campus Administration -TST	Formative: periodically submit events and pictures of activities to the Public Information Office Summative: annual submission of events from our campus/website				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Our TST will maintain the Gallegos website by showcasing the different school and parent activities available at the campus. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2019-May 2020 SPP #19	3.1	-Campus Administration -TST	Formative: updated campus website on a weekly basis Summative: annual compilation of campus website updates				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: The District will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Source(s) 2: School calendar showing earlier start date.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Improve low-performing schools 1) 1) Due to the continuation of the District of Innovation Policy, our school year will start earlier. This will facilitate more instructional time prior to STAAR, TELPAS, TPRI/Tejas Lee & CPALLS testing throughout the school year. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) TImeline: August 2019-May 2020 SA 3		-Campus administration -PK-5th grade teachers -Special Ed. & Special Programs teachers.	Formative: students will have more instructional time prior to STAAR, TELPAS, TPRI/Tejas Lee, & CPALLS testing administration. Summative: STAAR, TELPAS, TPRI/Tejas Lee, CPALLS assessment results.	0%	0%	0%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Discipline referrals for removals will decrease by 5%

Evaluation Data Source(s) 1: PEIMS discipline report data, eSchoolPLUS report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to ISS placements

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed. They will have access to books to facilitate counseling sessions with students. Population: (AR) (SE) Timeline--August 2019-May 2020 SPP #13	2.6	-Principal -Counselors	Formative: Monthly Counselor log -Student sign-in sheets -Counselor logs Summative: Monthly Counselor log -Student sign-in sheets -Counselor logs -Improvement in student behavior				
2) Red Ribbon Week: During Red Ribbon Week, students will gain awareness of current trends in substance abuse and thus be motivated to lead a healthy drug free lifestyle. They will be provided incentives to promote Red Ribbon Week. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline-October 2020 SPP #13 & 14	2.6	-Administration -Counselors -Teachers PK-3-5th -Nurse	Formative: Implement campus activities & monitor for participation -Student/Teacher/Campus wide Participation Summative: Increased drug awareness and promotion of healthy living				
	Funding Sources: 199 Local funds - 100.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) School Nurse Our school nurse will have access to supplies for student use in an effort to maintain student safety and well being. Population: PK-3-5th Timeline: August 2019-May 2020 SPP #15	2.6	Campus Administration	Formative: Campus budget funds Summative: Campus budget funds & Campus documentation				
	Funding Sources: 199 Local funds - 200.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool PLUS behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Reduce by 5% yearly that out-of-school suspensions on every campus by researching and evaluating 2019-2020 number of days students were absent due to OSS. *To increase campus student attendance rates and improve student instructional levels Population: -Campus Administration Timeline- 9/20/2019 11/01/2019 12/20/2019 2/14/2020 4/03/2020 5/27/2020 Demo # 2-3	2.6	-Principal -PEIMS Supervisor -Attendance Clerk -Discipline Clerk -Computer Services	Formative: Principal will analyze OSS report at the end of each 6 weeks to determine increase or decrease in OSS -Suspension list Summative: Decreased number of student suspensions and reduced number of RTI 360 referrals for discipline				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Provide professional development based on level of expertise and need in the following areas: (a) Bullying Prevention (b) Violence/Conflict Resolution (c) Recent Drug Use Trends (d) Resiliency/Developmental Assets (e) Dating Violence (f) Signs of Child Abuse (g) Response to Intervention (RTI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Our school Counselors will attend professional development that will enable them to receive updates in counseling that will have a direct impact on our students. Population: -Administrators -Campus Staff & Faculty -All students Timeline--August 2019-May 2020 SPP #12 Demo #4	2.6	Administrators -Principals -Asst. Principals -Counselors	Formative: Meeting agendas, sign-in sheets, & ERO -Attendance Roster -Professional Development Evaluation -PEIMS Discipline Reports Summative: Decreased number of RTI 360 referrals for discipline				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Gallegos Elementary will develop and maintain an Emergency Operations Plan. *Plan must be multi-hazard in nature *Must be reviewed and updated annually by the campus safety and security committee. *The following drills must be practiced accordingly: (a) Lockdown drills (3 times per year) (b) Shelter-in-place (c) Drop & Cover (d) Evacuation In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: Administrators -Campus Staff & Faculty -Guidance & Counseling -Students & Parents Timeline--August 2019-May 2020 Demo#4	2.5	-Administrators -Faculty & Staff -BISD Police & Security	Formative: Emergency Operation Plan -After Action Reviews -Sign-in Sheets -Evaluations -Audits -Monthly drills/calendar documentation Summative: Monthly drills/calendar documentation -Implementation of Emergency Operation Plan				
4) Gallegos Elementary must have an identification security system. *All faculty must obtain and display an identification card while on school grounds *Visitors must present an identification at sign-in and *Escorted at all times Population: -Administrators -Campus Faculty & Staff -All BISD Personnel -Visitors Timeline--August 2019-May 2020 Demo #7-10	2.6	Administrators -Faculty & Staff -BISD Police & Security	Formative: Monitor campus procedures to ensure student, faculty and staff safety -Audits -Evaluation Sheets Summative: Monitor campus procedures to ensure student, faculty and staff safety & implement Emergency Operation Plan if necessar				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. Campus Officers when possible will address current trends with students, parents, campus faculty & staff *Gang Awareness *Bullying *Dating Violence *Internet Safety *Drug, Alcohol and Tobacco Awareness *Gun Safety *Teen Community Emergency Response Team (CERT) *Truancy *Emergency Operations Plan (EOP)-Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Population: -Administrators -Campus Faculty & Staff -Guidance & Counseling -Students and Parents Timeline--August 2019-May 2020 Demo # 7-10	2.6	-Administrators -Counselors -Parental Involvement -BISD Police & Security Services	Formative: Monitor campus procedures to ensure student, faculty and staff safety -Evaluations -Sign-in Sheets -PEIMS Discipline Reports Summative: Monitor campus procedures to ensure student, faculty and staff safety & implement Emergency Operation Plan if necessary				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Dating Violence Policy *Maintain a written safety plan developed by the campus safety committee *Meet annually with parents for awareness education *Provide training for administrators, counselors, and teachers *Provide counseling for students involved in offenses *Implement enforcement of protective orders and school based alternatives to protective orders Designed to empower victims of dating violence to report dating violence. Population: -Administrators -Faculty & Staff -Guidance & Counseling -Students & Parents Timeline--August 2019-May 2020 SPP #12	2.6	-Administrators -Counselors -Professional Development -Parental Involvement -BISD Police & Security Services	Formative: Meetings, agendas, sign-in sheets -Evaluations -Audits -Sign-in Sheets -PEIMS Discipline Reports Summative: -Increased parent participation -Evaluations -Sign-in Sheets				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The school community at Gallegos Elementary will complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. At Gallegos Elementary, the Parent Liaison and PK-3-5th grade teachers disseminate the School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Population: Parents Timeline--Sept. 2019-Dec. 2020 Perc #2, 6 & 7	3.1	-Principal -Parent Liaison -PK-3-5th grade teachers	Formative: District and Campus Parental Involvement Policy -Parental involvement meetings, agendas, & sign-in sheets School-Parent-Student Compacts -School-Parent-Student Compact count Summative: Composite of End of Year Survey/Title-I-A Parental Involvement Compliance Checklist. STAAR results, attendance rate, discipline referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) At Gallegos Elementary, we conduct an Annual Title I meeting to inform parents of services provided through Title I funds. The school community will conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. School community will meet with parents to review the campus scores, TAPR report, and school status. Parents will be able to access our computer lab so that they may receive training from our Technology support teacher on how they can access to Home Access Center in order to view their children's grades and complete parent surveys. Population: Parents Timeline-Sept. 2019 Population: -Parents -School -Students Perc #2, 6 & 7	3.1, 3.2	-Principal -Parent Liaison	Formative: Agendas, Sign-in Sheets, Minutes -Parental involvement meetings, agendas, & sign-in sheets Survey results Summative: Composite of End of Year Survey/ Title-I-A Parental Involvement Compliance Checklist STAAR Results, attendance rate, discipline referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) At Gallegos Elementary, we ensure representation of community and parent involvement in the decision-making process. Parent representatives will attend our SBDM meetings on a monthly basis. Parent Liaison will use paper supplies to make copies of handouts, brochures and fliers for parents to be used during meetings. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parental Involvement Policy *School-Parent-Student Compact *Campus Improvement Plan Population: -Parents Timeline--August 2019-April 2020 SBDM Meetings: 8/29/2019 9/26/2019 10/24/2019 11/21/2019 12/19/2019 1/30/2020 2/20/2020 3/26/2020 4/30/2020 5/21/2020 Perc #2, 6 & 7	3.2, 3.2	-Principals -Parent Liaison -Dean of Instruction -SBDM -LPAC	Formative: Calendar, Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact, Parent Representative List -Meeting agendas, sign-in sheets Summative: Composite of meeting minutes STAAR Results, attendance rate, discipline referrals Title-I-A Parental Involvement Compliance Checklist				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) At the start of each school year, the Gallegos Elementary school community hosts a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. *Student Code of Conduct *Student-Parent-School Compact *Parental Involvement Policy *Emergency Operation Procedures *Volunteer Guidelines and Opportunities Population: -Parents & Community Timeline-September 2019 Perc #2, 6 & 7	3.1	-Campus Administrators -Parent Liaisons	Formative: Agendas, Sign-in Sheets, Fliers, Brochures, Handouts, Session Evaluations -Meeting agendas, sign-in sheets Summative: Discipline Referrals STAAR Results and attendance rate Title-I-A Parental Involvement Compliance Checklist				
5) We make sure to capitalize on District and community resources by creating partnership agreements with agencies and organizations. *Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. We invite members of community to participate in our Career Day in an effort to expose students to different types of future careers. Population: -Parents & Community Timeline--August 2019-April 2020 Perc #6	3.1	-Campus Administrators -Parent Liaisons	Formative: Agendas, Sign-in Sheets, MOUs -Promote services available to the community -Summative: Increased partnerships STAAR results, attendance rate, discipline referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) We ensure to educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. The Dean of Instruction provides training to parents that will enable them to help their children succeed. Students will use student planners to keep parents informed of their daily homework responsibilities thus enabling parents to assist with homework tasks. Students will also use writing portfolio folders to enable them to compile their 2nd language acquisition compositions for TELPAS. Calendar refills will be used to refill planners. Population: -Parents Timeline--August 2019-thru May 2020 Demo #4 Perc #2 & 7	3.1	-Campus Administrators -Parent Liaison -Bilingual ParaprofessionalParent Liaisons	Formative: Agendas, Sign-in Sheets, Session Evaluations -Meeting agendas & sign-in sheets Summative: Increased parent participation/Title-I-A Parental Involvement Compliance Checklist STAAR results, attendance rate, discipline referrals				
	Funding Sources: 211 Title I-A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) At Gallegos Elementary, we provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: STAAR testing strategies Homework strategies Renaissance Home Connect (AR at home) Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G. T., Migrant, Special Education) Building Capacity: College Readiness-Abriendo Puertas Drop-out and Violence Prevention-New Horizons Community agencies/organizations School Report Card Population: Parents Timeline: Aug. 2019-April 2020 Perc #2, 6 & 7	3.1	-Campus Administrators -District Personnel -Parent Liaison -Librarian	Formative: Parent Conference Fliers Sign-In Sheets Conference Agendas Meeting Agendas Conference Evaluations AR points -Meetings and sign-in sheets Summative: STAAR Results Student Attendance Rate Discipline referrals Title-I-A Parental Involvement Compliance Checklist AR points				
8) Funds will be allocated to provide for a Parent Liaison and payment for mileage incurred while conducting Attendance and parental involvement responsibilities; home visits and parental involvement meetings and trainings. Population: -Parent Liaison Timeline--August 2019-May 2020 Perc #2	3.1	-Principal -Parent Liaison	Formative: Monthly Contact Log Composite Report -Campus budget Summative: Monthly mileage log STAAR results, attendance rate, discipline referrals				
	Funding Sources: 211 Title I-A - 900.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

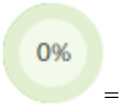
Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Our PK-3-5th, Special Ed. & Special programs teachers will attend professional development in which they will differentiate instruction based on ability. Their lessons and activities will be developmentally appropriate to meet this needs of our students. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline: August 20, 2019-May 27, 2020 SPP #11 & 12	2.4, 2.6	-PK-3-5th grade teachers -Special Ed. teachers -Special Programs teachers -Dean of Instruction -Adminitration	Formative: Weekly assessments, Campus Assessments BOY & MOY CPALLS, TPRI/Tejas Lee, progress monitoring instrument District Benchmarks -Weekly schedules -Walk-throughs -Monitor curriculum implementation Agendas, sign-in sheets & handouts, RTI plans and tutorials, RTI documentation and tutorials attendance sheets and lesson plans. Summative: EOY CPALLS & TPRI/Tejas Lee Assessment TELPAS Reading STAAR scores, STAAR-Alternate				

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement technology training for all teachers in Microsoft Office, grade speed, lesson plans, Envision Math, Pearson benchmarks, Eduphoria/AWARE. Teachers will also be trained with ETAZO, KENTRO, TANGO, Edusmart Science, Adobe Acrobat applications. Population: -PK-3 & PK students use the HATCH computers in their classrooms -PK-5th grade teachers -Special Ed teachers -Special programs teachers Timeline--August 2019-May 2020 Demo #4	2.4, 2.6	-Administration -Dean of Instruction -TST -PK-3-5th Teachers	Formative: Campus & District Assessments/Benchmarks -Professional development opportunities/ERO Summative: STAAR scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Implement Study Island/Edmentum (Math, Reading, Writing and Science). ITTS (4th & 5th) technologies. Students will access the Pearson website in order to complete online practice tests so they can excel on the TELPAS Reading test Our technology software infrastructure requires maintenance in order to keep functioning. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2019-May 2020 SPP #21	2.4	-Administration -Dean of Instruction -TST -Teachers	Formative: -Monitor software and web based programs usage Summative: STAAR scores and TELPAS Reading Scores				
	Funding Sources: 162 State Compensatory - 4800.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Provide the following technology equipment: -desktop computers -fax machine -IPADs -document cameras -camera -printer -headphones -laptop computers -Microsoft licenses for new software -Raptor Fee Renewal -video document cameras -projectors -lamp replacements -Printer Transfer Kit This technology equipment will be used to enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. Students will be able to have access to up to date technology equipment. These materials will be used to enhance instruction and enable teachers to integrate technology in all subject areas more effectively. Desktop computers will be used to enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. IPADs will be used with our PK-2nd grade students. Students will be able to have access to up to date technology equipment. These computers will be used in the computer lab so that students will be able to access Edusmart Science and the Pearson website so that they can prepare for the TELPAS reading online assessment. The materials will be used to enhance instruction and enable teachers to integrate technology in all subject areas more effectively. We need the use of a camera to capture photos during school functions, Science Fair projects, portfolios, awards assemblies for recognition of perfect attendance/honor roll. G/T teachers will have	2.4	-Principal -Dean of Instruction -TST -Classroom Teachers	Formative: Campus & District Assessments/Benchmarks -Fixed assets information -Campus budget Summative: STAAR scores, TELPAS Reading scores, Science Fair and G/T Projects				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
	Funding Sources: 162 State Compensatory - 0.00, 263 Title III-A Bilingual - 0.00, 163 State Bilingual - 0.00, 211 Title I-A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) TANGO-TRENDS, TANGO-CENTRAL & ETAZO PK-3-5th grade teachers will be trained on how to use the ETAZO & TANGO-CENTRAL websites to review the library resources and assessment reports. 3rd-5th Grade teachers will be trained to enable them to train their students to input their assessment answers. Teachers will then be able to analyze assessment data from Campus Assessments and District Benchmarks Population: PK-3-5th grade teachers Timeline--August 2019-May 2020 Demo #4		-Dean of Instruction -PK-3-5th grade teachers -Campus Administration	Formative: Campus & District Assessments & Benchmarks -Walk-throughs -Monitor classroom implementation -ETAZO & Tango-Central reports and resource use Summative: STAAR Scores				
5) E-Books Students will have access to E-Books that will facilitate with vocabulary development and reading comprehension of expository text. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2019-May 2020 SPP #21	2.4, 2.5	-2nd-5th grade teachers -Dean of Instruction -Campus Administration	Formative: BOY/MOY TPRI/Tejas Lee scores, Campus/District Assessment (Math, Reading, Writing & Science) scores Summative: EOY TPRI/Tejas Lee scores & STAAR (Math, Reading, Writing, & Science scores				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring/management included in the campus improvement plan. *Ensure that campus student attendance meets District and State rates so that students meet their full educational potential Population: -Campus Staff -Attendance Personnel Timeline--2019 Fall Semester Demo #1	2.6	-Principal -Asst. Principal -PEIMS Supervisor -Attendance Clerks -Attendance Liaisons -Attendance Clerk -Data Entry Clerk	Formative: Weekly review of campus attendance rates -Monitor attendance Summative: Monitor Campus Attendance Management plans as needed by campus visitations by attendance office				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Students will be provided with incentives (trophies, ribbons, certificates, stickers, pencils, notepads, behavior activity books, games, jump ropes, pencil cases, yo-yos etc...to promote perfect attendance and motivate students to be at school every day. *Campus recognition of students for Perfect Attendance Achievement that increase learning performance At Gallegos Elementary, students that achieve perfect attendance are recognized during the campus awards ceremony. Parents are invited to attend. Population: -PreK-3-5th grade students Timeline- 9/20/2019 11/01/2019 12/20/2019 2/14/2020 4/03/2020 5/27/2020 Demo #1	2.5	-Principal -PEIMS Supervisor -Data Entry Clerk -Student Accounting	Formative: ADA -Campus Documentation -Awards each six weeks Summative: End of Year awards & recognition				
	Funding Sources: 199 Local funds - 0.00, 211 Title I-A - 2000.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 2: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Gallegos Elementary will implement tutorials and remediation strategies in core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement. Tutorial: This program is designed to increase instructional time for students having difficulty in mastering Reading, Math, Writing, & Science concepts during the regular day. Teachers work with students to enable them to show measurable improvement on Reading, Math, Writing, & Science STAAR, and TELPAS Reading online assessments by providing interventions based on student need. Extended Day/After School Program (Monday-Thursday) Our K-5th grade students will participate in our Extended Day/After School Program as part of an enrichment activity. Our teachers and instructional paraprofessionals will provide academic and extra curricular activities in an effort motivate our students. Population: (AR) (T1) (M1) (LEP) Timeline--October 1, 2019-May 13, 2020 SA #1	2.4, 2.5, 2.6, 2.6	-3rd-5th grade teachers -PK-3-5th, Special Ed. and Special Programs teachers -Dean of Instruction -Administration -Administrator for State Compensatory Education	-Formative: tutorial lesson plans, tutorial classroom observations, tutorial attendance, eschool Plus tutorial schedule, campus assessments, district benchmark scores, and student progress reports Extended Day/After School Program attendance -Summative: -2018 STAAR Reading, Math, Science and Writing Scores, Retention Rate				
	Funding Sources: 162 State Compensatory - 50281.00, 211 Title I-A - 40944.00, 199 Local funds - 302.77						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) The campus will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups. The counselor will use instructional materials to provide effective counseling to students on our campus. Individual Counseling Sessions All students including At-Risk students will receive individual counseling to address their academic needs and to develop an effective intervention plan that will enable them to achieve success. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2019-May 2020 SPP #13 & 14	2.4, 2.6	-Counselors -Administration -PK-3-5th grade teachers	Formative: Monthly Counselor Logs Summative: Lower bullying incidents will be reflected on the yearly Bullying survey due to students making better choices.				
3) Implement a district-wide plan for high quality professional development for faculty and staff. Staff Development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies. Teachers will also provide Scientifically Research Based Intervention activities and they will be stated clearly on the intervention log. Professional Development for Teachers with At-Risk Students: Teachers will be provided professional development that will enable them to identify At-Risk and thus facilitate early intervention for them. Population: (AR) Timeline--August 2019-May 2020 SPP #12	2.6, 2.6	-Administration -Administrator for State Compensatory Education	Formative: -PDS Session Attendance report -Evaluation report -Classroom observations -Student progress reports -Benchmark scores Summative: STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Provide training to district and campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs. Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: (AR) Timeline--August 2019-May 2020 SPP #12	2.6	-Counselors -Administration -PK-3-5th grade teachers -Parent Liaison	Formative: Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. -ERO session evaluation report Summative: STAAR, Attendance rate, and the retention rate Ensure that homeless students are identified, enrolled in school and are provided with services that will enable them experience success				
5) Promote awareness throughout the district and at individual campuses regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth. Implement a food pantry and closet at every campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Population: (AR) Timeline--August 2019-May 2020 Perc #6	2.6	-Counselors -Administration -PK-5th grade teachers -Parent Liaison	Formative: Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. Summative: STAAR, Attendance rate, and the retention rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.) Population: (AR) Timeline--August 2019-May 2020 Perc #6	2.6	-Counselors -Administration -PK-5th grade teachers -Parent Liaison	Formaitve: Monitor campus procedures to facilitate -Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. Summative: STAAR, Attendance rate and the retention rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Improve low-performing schools 7) Dean of Instruction The Dean of Instruction will work with teachers to identify At-Risk students, provide scientifically research based interventions, improve student achievement of At-Risk students, and decrease the number of At-Risk students retained. Teachers meet with the Dean of Instruction on a weekly basis to plan their weekly instruction, receive curriculum updates, and for professional development. The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty and staff opportunities for instructional support in order to train and retain highly qualified personnel. The Dean of Instruction will use printer ink so that she can print out CPALLS, LION, TPRI/Tejas Lee, Campus Assessments and District Benchmarks reports in order to conduct data and item analysis with teachers and administrators. All in an effort to improve student achievement by driving instruction. Population: -At-Risk -LEP -Migrant -Dyslexia Timeline--August 2019-May 2020 Demo #3	2.4, 2.4, 2.6, 2.6	-Administration -Administrator for State Compensatory Education	Formative: -Session evaluation report -PDS session attendance report -lesson plans -classroom observations -campus assessment scores -district benchmark scores -student progress reports BOY & MOY TPRI/Tejas Lee, campus assessments and district benchmarks -TPRI/Tejas Lee & C-PALLS, LION Reports -ETAZO & Tango-Central Reports -Eduphoria/Aware Reports Summative: EOY TPRI/Tejas Lee, campus assessments, & district benchmarks, STAAR scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 8) A Full Day 3 Year Old program and a Full Day Pre-K program will be provided in order to better prepare qualified students academically, provide early intervention and increase student literacy. Population: (AR) Timeline--August 2019-May 2020 (Daily) Perc #14	2.4, 2.6, 2.6	-Principal -Dean of Instruction -C-PM consultants -Bilingual Department -Curriculum Specialists -Administrator for State Compensatory Education	-Formative: CPALLS (Beginning of Year, Middle of Year) -CPALLS Reports -Walk-throughs -Monitor for curriculum implementation -lesson plans -classroom observations -Summative: CPALLS End of Year				
TEA Priorities Connect high school to career and college 9) College and Career: Students will be exposed to 7 or more college options and teachers will discuss future career options Choice Slips: 5th grade students/Pre-AP Population: 5th grade (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline-August 2019-May 2020 Perceptions #6	2.4	-Counselors -Administration -SBDM -PK-5th, Special Ed. & Special Programs teachers	Formative: Survey -M.S. course listing guide -Monitor for participation -Choice slip count Summative: Students will write essays that will be scored holistically -100% of all choice slips will be collected				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Career Awareness We will host at least 7 opportunities throughout the school year to expose our PK-5th students to different professionals to inform them about possible professions that might interest them as a future career. (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline: August 2019-May 2020 Perc #6	2.6	-Administration -Dean of Instruction -SBDM -Counselors -PK-5th, Sped & Spec. Programs Teachers -Librarian	Formative: Career information & Student Participation Summative: Career Awareness Professionals Participation, Sign in sheets, Pictures				
11) Technology lab participation: Students will have access to the computer labs so that they can create power points, spreadsheets, and graphs for presentations in class, and Science Fair. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline-November 2019 SPP #19 & 20	2.4, 2.6	-Administration -Title I Technology Support Teacher -2nd -5th grade teachers	Formative: Classroom projects & presentations -Walk-throughs Summative: Science Fair presentations				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. CATCH meetings and reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) School Nurse Our school nurse will have access to supplies for student use in an effort to maintain student safety and well being. Population: PK-5th Timeline: August 2019-May 2020 SPP #15	2.6	-Campus Administration	Formative: Campus budget funds Summative: Campus budget funds & Campus documentation				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Early Reading, Math & Science Intervention: This program is based on CPALLS testing. CPALLS and OWL assessment results drive instruction and enables teachers to provide individualized intervention for At-Risk students. The teacher will use the CPALLS and OWL manual activities to assist students having difficulty in reading, math and science. Teachers will administer CPALLS, LION and TPRI/Tejas Lee at the BOY, MOY and EOY and progress monitor in between based on the assessment timeline. We'll use the LION test, for 3rd-5th, to monitor our students in Special Ed., Dyslexia and RTI. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--September 2019-April 2020 SA #7
1	3	3	Response to Intervention for Tier II/III students: Teachers will meet with the RTI committee, progress monitor and decide if there is a need to test for Dyslexia and Special Ed. services. PK-5th grade teachers will provide intervention for students identified as having difficulties in Reading, Writing, and Math. RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will use the Pearson Intervention Activities, Florida Center for Reading Research activities, TPRI & Tejas Lee and Math & Science (Pearson Realize website) intervention activities to differentiate instruction based on student needs. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline- 9/20/2019 11/01/2019 12/20/2019 2/14/2020 4/03/2020 5/27/2020 SA #8

State Compensatory

Budget for Gallegos Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
162-6112-18-138-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$3,000.00
162-11-6118-00-138-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$12,675.00
162-11-6118-18-138-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$7,606.00
162-11-6118-18-138-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	$30,000.00
162-11-6119-00-138-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$54,075.00
162-11-6119-00-138-Y-34-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$55,122.00
162-13-6119-00-138-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$74,898.00
	6100 Subtotal:	**$237,376.00**
6200 Professional and Contracted Services		
162-11-6299-62-138-Y-30-000-Y	6299 Miscellaneous Contracted Services	$4,800.00
	6200 Subtotal:	**$4,800.00**

Personnel for Gallegos Elementary:

Name	Position	Program	FTE
Belinda Guzman	Dean of Instruction	State Compensatory Education	1.0
Blanca Gonzalez	PK Teacher	State Compensatory Education	.5
Marbelia Loza	Dyslexia Teacher	State Compensatory Education	1.
Marvelia Morales	PK Teacher	State Compensatory Education	.5
Yanneth Fragoso	PK Teacher	State Compensatory Education	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

As a campus we completed a comprehensive campus needs assessment and revised our campus improvement plan after reviewing multiple data sources. Based on results from the student/parent/staff surveys from ARE, we met to make changes to the campus improvement plan. We reviewed assessment data from STAAR results, district benchmarks, campus assessments, interim assessments, TPRI/Tejas Lee, LION, CPALLS & Owl tests to guide our instruction. Based on six weeks grades, we determined the number of students placed on an RTI and the number of students that would attend summer school. Teachers communicated with parents through parent/teacher conferences, phone calls, Class Dojo and email. Based on the above mentioned data sources, we were able to make informed decisions for Gallegos Elementary.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

In order to develop, review and revise our campus improvement plan we conduct a needs assessment. We review survey results from parents, teachers and students we also use different sources of data to base our decisions as an SBDM committee. The sources of data include assessment and benchmark results, mobility trends, attendance, failure reports etc... Our SBDM members are included in the Campus Improvement Plan section.

2.2: Regular monitoring and revision

Our SBDM meets throughout the school year to monitor the campus improvement plan strategies and make revisions based on different sources of data. Our SBDM will have a flexible meeting schedule to enable parents to attend our sessions. Our SBDM will meet the last Thursday of each month (8/29/19, 9/26/19, 10/30/2019, 11/21/19, 12/18/19, 1/30/20, 2/26/20, 3/26/20, 4/30/20, 5/21/20).

2.3: Available to parents and community in an understandable format and language

We have a parent representative that is on the SBDM committee and we ensure that they are available for input on the campus improvement plan. The campus improvement plan is written in an understandable format to ensure clarity and transparency. We will clarify and translate based on parent need.

2.4: Opportunities for all children to meet State standards

Based on different sources of data, we provide multiple opportunities for all our students to meet state standards. They are able to do so through morning and after school tutorials and extended day. Students also receive differentiated instruction through the 3-Tier model. Our early childhood students are provided with early intervention to improve literacy, vocabulary development and comprehension. The following Reading components are addressed in each grade level including: vocabulary, fluency, phonemic awareness and comprehension. Our students are provided with opportunities to use technology for intervention, research and projects.

2.5: Increased learning time and well-rounded education

We provide multiple opportunities for our students to participate in our morning and after school tutorials and extended day program. Our students are able to participate in extracurricular activities including running club, volleyball, basketball, Ukelele club, Choir, Nature Club and Coding Club during after school sesssions. In an effort to increase learning time and provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

We meet the different needs of all our students, particularly our at-risk students through tutorials, extended day activities, coding, Choir, Ukelele club, running club, basketball and volleyball. We use different sources of data to identify their academic needs. Our teachers differentiate instruction based on student needs and we provide 3-Tier instruction all in an effort to improve student achievement.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our parent liaison and campus administration develop a calendar to meet with parents throughout the school year to inform them on parent and family

engagement policy. We meet to review different topics including the campus report card, Title I activities and funding, student compact, parent meetings and SBDM meetings etc...

3.2: Offer flexible number of parent involvement meetings

Our parent liaison conducts parental involvement meetings on a weekly basis. Upon reviewing the parental involvement meeting schedule, some of our meetings will be scheduled during the school day and others will take place after school in an effort to involve more parents to attend. Our SBDM meetings are on a flexible schedule to enable parents to attend after school hours. Our Parent Liaison meets with parents to review diverse topics that affect our students everyday. She reviews Title IA required activities and funding, parental involvement policy and the school-parent-student compact. She'll invite members from the community, school distict and our campus to present topics of interest to our parents. Our Dean of Instruction meets several times throughout the school year to address goals and needs of our students and stategies they can use at home with their children.

Site-Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Belinda Guzman	Dean of Instruction
Classroom Teacher	Blanca Gonzalez Y2	PK Lead Teacher
Classroom Teacher	Maria Gonzalez Y2	2nd Grade Lead Teacher
Classroom Teacher	Martha Gracia Y2	Kinder Lead Teacher
Classroom Teacher	Irma Maciel Y1	1st Grade Lead Teacher
Classroom Teacher	Diana Avendano Y2	3rd Grade Lead Teacher
Classroom Teacher	Jennifer Marks Y2	4th Grade Lead Teacher
Classroom Teacher	Claudia Salgado Y2	5th Grade Lead Teacher
Administrator	Theresa Villafuerte	Principal
Assistant Principal	Patricia Barreda	Assistant Principal
Librarian	Michelle Cortez	Librarian
Counselor	Fabiola Mata	Counselor
Parent	Ana Salinas Y2	Parent
Paraprofessional	Nancy Rodriguez Y1	Paraprofessional
Student	Estefania Rocha	Student
Classroom Teacher	Hilda Chapa Y2	Special Ed. Teacher
Classroom Teacher	Marbelia Loza Y1	Dyslexia Teacher
District-level Professional	Dolores Emerson	Area Administrator
Community Representative	Daniel Ybarra Y1	Community Representative
Community Representative	Dr. Ruben Gallegos Y2	Community Representative
Business Representative	Chester Gonzalez Y1	Business Rep
Parent	Kathy Nunez Y2	Parent

Committee Role	Name	Position
Business Representative	Jesus Perez Y1	Business Representative
Counselor	Diana Cavazos Y1	Counselor
Non-classroom Professional	Linda Avelar Y1	Nurse

District Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitute Teachers	199-13-6112-00-138-Y-99-000-Y	$1,382.33
1	1	1	Employee Travel/Campus Leadership	199-23-6411-23-138-Y-99-000-Y	$1,529.90
1	1	2	Talking Dictionaries	199-11-6399-00-138-Y-21-000-Y	$0.00
1	1	7	Travel & Subsistence-Students	199-11-6412-00-138-Y-11-000-Y	$4,979.00
1	1	7	Transportation	199-11-6494-00-138-Y-11-000-Y1	$3,100.00
1	3	2	Copy Paper	199-11-6396-00-138-Y-11-000-Y	$2,000.00
1	3	2	General Supplies	199-11-6399-00-138-Y-11-000-Y	$5,200.00
1	3	2	General Supplies	199-23-6399-00-138-Y-99-000-Y	$1,000.00
1	3	2	Card Stock/Tag Board	199-11-6399-00-138-Y-21-000-Y	$1,565.00
1	4	9	General Supplies	199-11-6399-00-138-Y-21-000-Y	$0.00
1	4	11	UIL resources	199-11-6399-00-138-Y21-000-Y	$141.60
2	1	1	Maintenance/Operar-Cust	199-51-6315-00-138-Y-99-000-Y	$5,000.00
5	1	2	General Supplies	199-31-6399-00-138-Y-99-000-Y	$100.00
5	1	3	General Supplies	199-33-6399-00-138-Y-99-000-Y	$200.00
9	1	2	Awards	199-11-6498-00-138-Y-11-000-Y	$0.00
9	2	1	Extra Duty Pay Overtime	199-51-6121-47-138-Y-99-000-Y	$0.00
9	2	1	Plant Maint & Oper.	199-51-6315-00-138-Y-99-000-Y	$302.77
				Sub-Total	$26,500.60
				Budgeted Fund Source Amount	$26,359.00
				+/- Difference	$-141.60

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitute Teachers	162-11-6112-18-138-Y-30-000-Y	$3,000.00
8	1	2	Contracted Maintenance & Repair	162-11-6299-62-138-Y-30-000-Y	$4,800.00
8	1	3	IPADS	162-11-6398-62-138-Y-30-TEC-Y	$0.00
8	1	3	IPADS	162-11-6395-62-138-Y-30-TEC-Y	$0.00
9	2	1	Extra Duty Pay-SSI	162-11-6118-00-138-Y-24-SSI	$7,606.00
9	2	1	Extra Duty Pay-Extended Day	162-11-6118-00-138-Y-30-ASP	$30,000.00
9	2	1	Extra Duty Pay-SCE	162-11-6118-00-138-Y-30-000-Y	$12,675.00
				Sub-Total	$58,081.00
				Budgeted Fund Source Amount	$58,081.00
				+/- Difference	$0

163 State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitute Teachers	163-13-6112-00-138-Y-25-000-Y	$0.00
1	3	2	General Supplies	163-11-6399-00-138-Y-25-000-Y	$6,575.00
1	3	2	Copy Paper	163-11-6396-00-138-Y-25-000-Y	$0.00
1	3	2	General Supplies	163-11-6399-00-138-Y-25-000-Y	$0.00
8	1	3	Headphones	163-11-6399-00-138-Y-25-000-Y	$0.00
				Sub-Total	$6,575.00
				Budgeted Fund Source Amount	$6,575.00
				+/- Difference	$0

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	General Supplies	166-11-6399-00-138-Y-23-0P1-Y	$760.00
1	3	2	Toner	166-11-6399-62-138-Y-23-0P1-Y	$1,000.00
1	3	2	Ccopy Paper	166-11-6396--00-138-Y-23-000--Y	$720.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	General Supplies	166-11-6399-00-138-Y-23--0P4-Y	$600.00
1	3	2	Supplies	166-11-6399-00-138-Y-23-0P3-Y	$400.00
				Sub-Total	$3,480.00
				Budgeted Fund Source Amount	$3,480.00
				+/- Difference	$0

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitute Teachers	211-13-6112-00-138-Y-30-AYP-Y	$3,000.00
1	1	1	Stipends	211-13-6117-00-138-Y30-AYP-Y	$0.00
1	1	3	Writing Composition Books	211-11-6399-00-138-Y-30-0F2-Y	$900.00
1	1	3	Writing Folders	211-11-6399-00-138-Y-30-0F2-Y	$0.00
1	3	2	General Supplies	211-11-6399-00-138-Y-30-0F2-Y	$10,256.00
1	3	2	Copy Paper	211-11-6396-00-138-Y30-OF2-Y	$2,400.00
1	3	2	General Supplies	211-11-6399-62-138-Y-30-0F2	$3,000.00
1	3	2	General Supplies	211-13-6399-00-138-Y-30-0F2-Y	$1,690.00
1	3	5	Measuring Up	211-11-6399-00-138-Y-30-0F2-Y	$3,225.00
1	3	5	Mentoring Minds/Think UP	211-11-6399-00-138-Y30-0F2-Y	$1,855.00
6	1	6	Writing Folders	211-11-6399-00-138-Y-30-0F2-Y	$0.00
6	1	8	Parent Liaison Travel	211-61-6411-00-138-Y-30-0F2-Y	$900.00
8	1	3	Warranty/Licenses	211-11-6249-62-138-Y30-OF2-Y	$0.00
8	1	3	IT Equipment	211-11-6398-62-138-Y30-OF2-Y	$0.00
8	1	3	IPADS	211-11-6398-62-138-Y-30-0F2-Y	$0.00
8	1	3	Printers	211-11-6398-62-138-Y-30-OF2-Y	$0.00
9	1	2	Awards & Operating Costs	211-11-6498-00-138-Y30-OF2-Y	$2,000.00
9	1	2	Awards	211-11-6498-00-138--Y-30-0F2-Y	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	1	Extra Duty Pay	211-11-6118-00-138-Y30-OF2-Y	$29,435.00
9	2	1	Para Professional Overtime	211-11-6121-00-138-Y-24-ASP-Y	$6,244.00
9	2	1	SS/Medicare	211-11-6141-00-138-Y-30-ASP-Y	$517.00
9	2	1	TRS	211-11-6146-00-138-Y-30-ASP-Y	$3,186.00
9	2	1	Emp. Benefits	211-11-6148-00-138-Y-30-ASP-Y	$83.00
9	2	1	Emp. Benefits	211-11-6149-00-138-Y-30-ASP-Y	$535.00
9	2	1	SS/Medicare	211-13-6141-00-138-Y-30-AYP-Y	$44.00
9	2	1	Misc. Operating Costs	211-61-6499-53-138-Y-30-0F2-Y	$900.00
				Sub-Total	$70,170.00
				Budgeted Fund Source Amount	$70,170.00
				+/- Difference	$0

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitute Teachers	263-13-6112-00-138-Y-25-000-Y	$0.00
1	1	1	Edmentum (Study Island) Consultant	263-13-6291-00-138-Y-25-000-Y	$0.00
1	1	2	Dictionaries	263-11-6399-00-138-Y-25-000-Y	$0.00
1	3	2	General Supplies	263-11-6399-00-138-Y-25-000-Y	$6,049.00
8	1	3	Technology Supplies/Software	263-11-6398-00-138-Y-25-000-Y	$0.00
8	1	3	Headphones	263-11-6399-00-138-Y-25-000-Y	$0.00
				Sub-Total	$6,049.00
				Budgeted Fund Source Amount	$6,049.00
				+/- Difference	$0
				Grand Total	$170,855.60