

# Brownsville Independent School District

## Gonzalez Elementary

### 2019-2020 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

**Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.**

## Vision

**The mission of Gonzalez Elementary is to assist and guide all of its students in their efforts to develop essential academic skills to strengthen their learning and coping skills for a successful future, so that they may have the ability to think independently and to communicate effectively. Our school must provide instruction at its highest level of quality and must have equity in the educational opportunities and resources for all its students. Our motto is “Where We Succeed Together”.**

## Value Statement

**Our school must provide instruction at its highest level of quality and must have equity in the educational opportunities and resources for all its students. Our motto is “Where We Succeed Together”.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Gonzalez Elementary presently serves approximately 802 students in grades PreK3 to 5<sup>th</sup> through a variety of specialized programs designed to meet the needs of its diverse student population. According to the 2017-2018 TAPR report of our campus profile, 99.6% of the student population is Hispanic and 92.8% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 49.1% are classified as English Language Learners and a majority are English/Spanish bilingual.

The mobility rate for the campus is 13.6%. A total of 605 students are identified as at-risk with the highest number of at-risk students being identified under the LEP indicator. Additionally, the retention rate is as follows: All students 5.98%, At-Risk students .04%. The Attendance rates for the 2017-2018 school year is 96.5% for all students and 95.7% for at-risk students.

Review of CIP and CNA - May 23, 2019

### Demographics Strengths

#### The strengths noted are :

- Availability of State Compensatory funds for At-Risk students (3.1)
- Reports readily available through TangoTrends, Tango Central, and Eduphoria
- Strong collaboration between teachers, administration, and home visitor
- Strong collaboration with Curriculum and Instruction Specialists and support system

### Demographic Needs:

1. The campus will work on increasing the attendance rate to a 97.5% by the end of May 2020 by having teachers monitor daily attendance and provide student recognition for their perfect attendance. The campus will increase attendance rates through student motivational activities and incentives. (Action Step: 9.1.4). Daily monitoring logs are turned in to the office and phone logs are documented. The parent liaison will make home visits as needed following new procedures that are in place as per the district. The classes with perfect attendance receive recognition and incentives for the class.

2. The campus will need to maintain the school rating and increase the number of "Masters" in all tested areas by implementing state adapted materials/textbook/instructional resources/student planners, and continuous monitoring student progress. (Action Steps: 9.1.1, 9.2.8).
3. Teachers will receive training through curriculum specialists, district trainings, administration, as well as through vertical alignment and grade level meetings on how to better increase Reading assessment scores in all subgroups (Action Steps: 7.1.1, 7.1.3, 7.1.4).
4. Improve STAAR performance rates, increasing performance rates, increasing LEP, At-Risk, and Economically Disadvantaged, and Special Ed scores by monitoring and assessing students with campus and district assessments. Purchase STAAR Materials and Educational Computer Software.

# Student Academic Achievement

## Student Academic Achievement Summary

As per the Performance Index Summary from TEA, Gonzalez Elementary received an Accountability Rating of Met Standard on the 2018 School year along with Four distinction designations. Gonzalez Elementary also earned a distinction for being in the Top 25 percent Student Progress, Top 25 Percent: ELA/Reading, Science, Closing Performance Gaps and Postsecondary Readiness.

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

Reading 93%, Math 91%, Writing 87%, Science 96%

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

Reading 89%, Math 93%, Writing 84%, Science 90%

### 3rd-5th All Students 2017 STAAR Summary:

Reading 87%, Math 93%, Writing 86%, Science 94%

### Performance variation between all student groups:

#### Data from TEA 2017 System Safeguards- Performance and Participation Data Table

Reading: At Risk (78%), Economic Disadvantage (88%), Hispanic(89%), White (-%), Female (- %), Male ( -%), Gifted and Talented ( 100%), Migrant (100%), Special Education (67%), ELL (83%)

Writing: At Risk ( 75%), Economic Disadvantage (84%), Hispanic (85%), White (-%), Female (-%), Male ( -%), Gifted and Talented (100%), Migrant ( 100), Special Education (70%), ELL ( 78 %)

Math: At Risk (84%), Economic Disadvantage (93 %), Hispanic (93%), White ( -%), Female (-% ), Male (-%), Gifted and Talented (93.31%), Migrant (100), Special Education( 85%), ELL (90 %)

Science: At Risk (84 %), Economic Disadvantage ( 91%), Hispanic (92%), White ( - %), Female (-%), Male (-%), Gifted and Talented (100%), Migrant ( 100), Special Education( 63 %), ELL (89%)

The trends identified when all students performance was compared with all student groups indicate that our tested areas in Reading increased from a 89% to an 93%, Math decrease from 93% to a 91%, Writing increased from an 84% to 87%, and Science increased from a 90% to a 96%.

## Student Academic Achievement Strengths

Overall scores in the 2019 STAAR Performance include: Reading 94%, Math 91%, Writing 87%, and Science 96%. Students were proficient and had adequate weekly usage of the software purchased by the district, EduSmart, and Prodigy which attributed to their success. This success is also attributed to tutorials, Extended Day, and Saturday Tutorials along with the teacher weekly monitoring of the students mastery of skills through weekly assessment.

## Student Achievement Needs:

1. The campus will need to maintain the school rating and increase the number of "Masters" in all tested areas by implementing state adapted materials/textbook/instructional resources/student planners, and continuous monitoring student progress. (Action Steps: 9.1.1, 9.2.8).
2. Teachers will receive training through curriculum specialists, district trainings, administration, as well as through vertical alignment and grade level meetings on how to better increase Reading assessment scores in all subgroups (Action Steps: 7.1.1, 7.1.3, 7.1.4).
3. Increase "Masters" in Math, Reading, Writing, and Science through campus monitoring, end of the six weeks checkpoints district benchmarks, Science Academies & Softwares. (Action Step: 1.1.3) Purchase ink, ink cartridges, printers, and paper to print out benchmark tests and and results.
4. Increase the % of LEP and Special Education STAAR Scores by 5% in all the content areas by providing small group instruction, tutorials, Saturday tutorials, and extended day programs.(1.1.2) Recruit and hire classroom teachers to instruct students during tutorials and extended day.
5. Implement the use of writing journals in all the content areas to improve the reading and writing proficiency for all students (Pk-5th grade). (Action Step: 1.1.7, 1.1.8)
6. Increase TELPAS scores to 60% mastery in order to maintain Recognized status or reach Exemplary status through vocabulary development, professional development, and campus wide trainings with Bilingual Specialists (Action Step: 1.1.8 )
7. Teachers will be allotted funds to purchase supplemental instructional materials through district approved vendors in order to improve class instruction and supplement the reading curriculum. (Action Step: 1.1.4)
8. Grade level lead teachers & administration will be provided with one ink cartridge annually for the grade level printers in order to provide teachers with pertinent information. (Action Step: 8.1.1, 8.1.6)
9. Desktops, televisions, and laptop computers will be purchased for classroom use to target reading and math TEKS. (Action Steps: 8.1.1, 8.1.2 8.1.6)
10. Teachers will be granted the opportunity for professional growth by attending in district and out of town district trainings in the areas of Reading, Writing, Math, Science, and Technology. (Action Step 7.1.1, 7.1.2)
11. Purchase of Mentoring Minds "Think Up" for 3rd - 5th and dictionaries for 4th grade.



# School Processes & Programs

## School Processes & Programs Summary

Gonzalez's certified faculty is comprised as follows: 41 classroom teachers – Pre-Kinder3 to fifth, 4 special education teachers, 1 Dyslexia teacher, 2 physical education teachers, two counselors, a Dean of Instruction, one nurse (**Action Step**, one librarian, two Assistant Principals and the Principal. Support certified staff consists of a speech therapist, a speech therapist assistant, a Diagnostician, a physical therapist, an occupational therapist and APE teacher as well as a Special Ed. supervisor. Our paraprofessional classified staff is comprised of 25 employees filling various roles (GOAL 3, ACTION STEP 6).

All Gonzalez teachers have attained their 30 G/T core hours of training. Faculty and staff constantly receive training in areas such as test taking strategies, new techniques for teaching reading, writing, and math including methods for improving our Bilingual Program.

The curriculum at Gonzalez Elementary parallels the state's mandates and is aligned to the state's TEKS. Students are placed in instructional settings that meet their individual needs: regular, bilingual, G/T classes or a specialized Special Education class. Additional instructional programs designed to supplement the curriculum are as follows: Dyslexia Lab, Resource Lab, and a Content Mastery Lab, along with two computer labs. Curriculum support is further personalized by the Dean of Instruction.

The campus used the Site Based Decision Making committee as well as administration support and input to analyze relevant Curriculum, Instruction and assessment data and to set annual goals. Teachers are provided with instructional resources and professional development opportunities in order to better prepare students for state assessments (Action Steps 7.1.4). In addition, Gonzalez Elementary is working to become a technology rich campus. In doing so, we have identified many needs which include preparing our students to meet new, rigorous curriculum standards.

Some of the sources that provided valuable data in regards to the identification of needs:

- Master Schedule
- School structure
- Leadership
- Decision Making processes
- Supervision Structures

## School Processes & Programs Strengths

### Strengths:

- Teacher Certification; highly qualified teachers

- Staff Mobility; small % turnover on teachers
- Teacher-Student Ratios 22:1
- All of our teachers are G.T. certified
- Grade level meetings and professional development training with Dean and principal consistently held weekly
- Core Areas share a common scope and sequence.
- Tablets are provided for all 5th grade classes and iPads for 2nd grade.
- Ipads (one COW) was provided for Pk-1st grade to share along with attending computer classes once weekly
- PreK3 and PreK4 classes are provided with Hatch Computers to enhance student learning.
- Supplemental resources are available to our teachers to improve small group instruction
- Provided all 3rd-5th grade teachers with Ipads in order to meet the STAAR rigor and improve instruction, while helping our At Risk students be more successful.
- Master Schedule - teacher- administrative input
- Schedule for Student Support Services-We have extended day services for students to enhance their academics.
- Leadership-Grade level lead teachers and administrators share campus leadership
- Support Structure-Asst. Principals & Inst. Dean of Instruction and grade level lead teachers work closely with each grade level to align curriculum and assessments.
- Departmentalized grade levels (2nd – 5<sup>th</sup> )
- Admin. Consistently monitor instruction by visiting classrooms

### **Staff Quality, recruitment, and Retention Needs**

1. All of our teachers are highly qualified & will need to attend G.T. ongoing trainings, SIOP trainings, and math, reading, science and vertical alignment trainings to continue growing professionally. (ACTION STEP: 7.1.6)
2. There needs to be a correlation between the teacher's evaluation rating and his/her student's academic performance; staff development should better prepare teachers with student performance
3. We need to provide teacher incentives/stipends for trainings attended. (Action Step: 7.1.6, 7.1.7, 7.1.8 ) Purchase items for teacher incentives or provide stipends.
4. The campus has a need to provide funding for full time Prekinder3 and Prekinder4 certified FTE's and instructional assistants in order to better prepare our students reach academic success. ( Action Step: 1.2.1)

### **Curriculum, Instruction, and Assessment Needs**

1. Provide more professional development on differentiated instruction, RTI strategies, and interventions in order to help our At Risk students be more successful. (Action Step: 7.1.1, 7.1.7, 7.1.8, 9.2.8)
2. Purchase more Supplemental instructional resources for the teachers to improve small group instruction and Tier II interventions (Action Step: 9.2.8)  
Provide more professional development for ELAR/Writing Strategies as well as Math trainings in order to help our At-Risk students be more

- successful in their state assessments. Trainings such as Empowering Writers, RGVTM. Sharon Wells will be utilized for prof. growth. (Action Steps: 9.2.7) Increase in use of cooperative learning strategies through district trainings.
4. Increase Science trainings for the teachers through monthly staff dev. and campus trainings with Science Specialist in order to better prepare students for Science Fair, Brainsville, and the Science STAAR assesment. (Action Steps: 1.13, 1.14, 1.15 )
  5. Increase technology knowledge by providing campus trainings to the staff on useage of SmartBoard and computer software pertinent to instruction.

### **School Context and Organization Needs**

1. Campus vertical alignment/ horizontal alignment needs to be in place in order to increase assessment scores and allot for more time on task in the classrooms (Action Steps: 1.9)
2. Campus is in need of upgrading; restrooms and classrooms through maintenance repairs.
3. The need to beautify the campus with assistance of the different committees, community and student involvement
4. There is a need for a playground to incorporate playground activities with the physical fitness curriculum to continue to promote and ensure physical fitness and an appropriate instructional environment for fitness and health.

### **Technology Needs**

1. Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process.
2. The level of technology integration into classroom instruction by teachers and students will be increased. (Action Step: 8.9, 8.11)
3. Current computers can be used for reinforcing keyboarding and typing out papers.
4. Resources will be reviewed and new updated software that is in line with current TEKS will be purchased. (Action Steps:8.6)
5. The teachers are in need of technology training as it becomes available through Professional Development and PD System, as well as send teacher representation to RGVSA and any other Technology annual conferences to ensure proper integration of technology in the classroom.(Action Step: 8.2,8.3, )
6. Teachers will integrate the use of computers. Gonzalez Elementary is in need of upgraded technology resources including but are not limited to desktop computers, laptop computers, printers, sound systems, digital cameras, video cameras, document cameras, LCD projectors, interactive Smart boards, and presentation speakers, televisions, as well as new software (EDUSMART) (Action Step: 8.6).
7. Need for full time TST certified person overseeing the computer lab. (Action Step 8.12)

# Perceptions

## Perceptions Summary

Our Parent Center, staffed by volunteers along with a full time aide, complements our instructional program by constructing teaching aides and materials. Our parents have a monthly calendar disseminated filled with a vast variety of activities including sewing classes, arts and crafts classes, CATCH Program, Nutrition classes, and weekly parent meetings with presenters from main office as well as campus personnel. The parents and staff are well informed of state assessment changes and updates and literacy initiatives. Parents work well with the home visitor and parent liaison to assist in campus events and feel welcomed by the staff and administrators. Our campus has a full time music teacher and an art teacher. All students participate in the music and art program. To promote technology a group of 4th and 5th grade students participated in the Coding Club, STEM, UIL, Spelling Bee, Stock Market and Destination Imagination.

The campus used the Site Based Decision Making Committee as well as administration support and input to analyze relevant Family and Community Involvement data and to set annual goals. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year. A parental involvement survey was passed out and the answers were analyzed to determine campus needs for the school year. Gonzalez Elementary strives to bridge the school with the home by maintaining a flow of constant communication with parents that is relevant to student academic achievement and to student social development. It is through this school-parent partnership initiative that maximum student success is achieved.

## Perceptions Strengths

### School Culture and Climate Strengths

- Feedback from teachers and parents
- Parent Conferences with teachers and administration
- Parent Liaison/Home visitor encourage parental involvement through meetings (6.10).
- Active participation in health and fitness, Fitness Gram, Annual Fun Meet and CATCH Committee
- Active participation in extra-curricular activities.
  
- Weekly Educational Presentations for all parents (Action Step:6.1, 6.6, 6.11 )
- Full time Home visitor that serves as a liaison between parents , community and school. (Action Step 6.12)
- Community Service Agencies and Support Services
- Weekly parent involvement, arts and crafts, nutritional classes, and educational trainings
- Parent feedback-parent surveys (Action Step: 6.1, 6.6, 6.11 )

## School Culture and Climate Needs

- Parental involvement will be maintained or increased through parent flyers/invites to weekly meetings (Action Step 6.1)
- Surveys need to be conducted at the beginning of school year to better assess the campus needs and provide appropriate trainings to all stakeholders (Action Steps 6.5, 6.10).
- Need to provide additional resources to our At- Risk and PFS and Migrant students in addition to extended day services and tutorial. (Action Steps: 7,2, 7.3, 7.10, 3.1)
- All migrant students will receive grade appropriate school supplies and/or clothing / hygiene products in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunities for meeting the academic challenges of all students. Clothing will be jackets, pants, shoes, t-shirts, socks, underwear. (Action Steps: 7.10) Students will receive additional instructional resources and to improve their reading Fluency and comprehension skills.
- **Family and Community Involvement Needs**
- Gonzalez Elementary's number for Parental Involvement volunteers need to increase by sending weekly invitations: via flyers, phone calls, school messenger system and emails to the meetings. (Action Step:6.1, 6.6, 6.11)
- Continue parent trainings to inform the parents and involve them in their children's education and progress. (Action Step:6.1, 6.6, 6.11)

# 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
- Federal Report Card 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
- 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
- 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**

- 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
- T-PESS data

## **Parent/Community Data**

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

## **Support Systems and Other Data**



- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

# Goals

Revised/Approved: May 23, 2019

**Goal 1: Gonzalez 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:** Gonzalez student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide students opportunities to increase fluency to independently read high interest books and magazines in order to gain an appreciation for literature through the use of the following:</p> <p>Accelerated Reader Reading Log Read Aloud STARFALL software Dot Day - September Character Parade - October Spooktacular Read -October Literacy Night - November International Literacy Week Fiesta Cafe- February Read Across America- March Week of the Young Child 12 Days of December Chilling with Books - January</p> <p>POPULATION: PK3-5th Grade TI MI LEP SE AR G.T. DYS</p> <p>TIMELINE: August 2019- May 2020</p>	2.4	Principal Dean of Instruction Bilingual PreK-5 Teachers	<p>Formative: Accelerated Reading Reports Reading Logs TPRI/TEJAS Lee CPALLS LION testing for at-risk</p> <p>Summative: TERANOVA/SUPERA TELPAS/AMAOS PBMAS Benchmarks C-PALLS STAAR Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Implement interventions through the 3 tier RTI model in order to support student academic growth and success in the areas of Reading/ Writing/ Math &amp; Science.</p> <p>Purchase of supplemental instructional resources such as: -STAAR Coach -Mentoring Minds "Think Up" -Motivation Reading -Student Planners -Language Enrichment</p> <p>POPULATION: PK3-5th Grade TI MI LEP SE AR G.T DYS</p> <p>TIMELINE: August 2019- May 2020 CNA-SA pg. 11, SP&amp;P P. 13</p>	2.4	Dean of Instruction Dys. & Sp.Ed. Teachers, Reg. Ed. Teachers Campus RTI Coord. Campus 504 Coord	<p>Formative: Classroom observations Pre/Post Tests Texas Primary Reading Inventory (TPRI) and TEJAS Lee C-PALLS LION Progress Monitoring Benchmark Results Student Planners</p> <p>Summative: STAAR TERANOVA/ SUPERA Texas English Language Proficiency Assessment System (TELPAS)</p>				
<b>Funding Sources:</b> 162 State Compensatory - 8805.00, 211 Title I-A - 57367.00, 199 Local funds - 23492.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Students will take Progress Monitoring Assessments/ End of Six Weeks Checkpoint Assessments and the Fall and Spring Tests provided by the district/campus to monitor student performance in Preparation of the State Mandated Tests (STAAR) and to help teachers determine instructional targets in the areas of: Reading/Writing/Math/Science.</p> <p>Daily Journal writing Weekly writing samples turned in to the principal Class writing samples turned in to the Dean every 6 weeks Composition Writing Daily Proofreading Activities Duplicating of Benchmarks Eduphoria-AWARE Program TANGO Trends District-Campus Benchmarks</p> <p>Additional instructional resources will be purchased &amp; implemented in the class. POPULATION: student Planners Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020 SA 7</p>	2.4	Principal Dean of Instruction Lead Teachers ARE dept. C & I dept. specialist	<p>Formative: Benchmark testing TPRI/ Tejas Lee Student Assessments Classroom obs. Lesson plans Data meetinigs</p> <p>Etazo</p> <p>Summative: STAAR scores TELPAS TERANOVA/SUPERA</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00, 162 State Compensatory - 1000.00, 163 State Bilingual - 0.00, 199 Local funds - 1000.00, 166 State Special Ed. - 3560.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Teachers, counselors, nurse, office will be allotted funds to purchase instructional materials through district approved vendors in order to improve class instruction and supplement the reading, writing, math &amp; science curriculum.</p> <p>Grade level lead teachers and administration will be provided with ink cartridge and printer toners annually for their printers in order to provide teachers with pertinent information.            POPULATION: Teachers PK3-5th Grade            TIMELINE: August 2019- May 2020            SA 8 SPP Tech needs 6</p>	2.6, 2.6	Principal Dean of Instruction Asst. Principal Lead Teacher	Formative: Benchmark testing TPRI/ Tejas Lee Reading Fluency  Summative: Teacher Observation TELPAS TERANOVA/ SUPERA				
<b>Funding Sources:</b> 211 Title I-A - 0.00, 163 State Bilingual - 5000.00, 263 Title III-A Bilingual - 9016.00, 199 Local funds - 15000.00							
<p>5) Critical Success Factors</p> <p>Devote a minimum of 45 minutes daily of the instructional day to standards-based, inquiry centered reading, to differentiate instruction for students; with the focus on providing students the opportunity to conduct field &amp; strategies for at least 50% of their instructional time to increase the rigor and relevance of reading instruction.</p> <p>-Science materials            -Science composition notebook            -Science Center            -Living with Science software &amp; Lab            -EduSmart            POPULATION:            K-5th Grade TI MI LEP SE AR G.T DYS            TIMELINE: August 2019- May 2020            SPP Tech Needs 6            SA 3</p>	2.4	Principal Dean of Instruction Lead Teacher Reading Specialists	FORMATIVE: Teacher made Tests Walk-through observations Lesson plans Daily schedules  SUMMATIVE: Science STAAR scores will increase to 90%.				
<b>Funding Sources:</b> 162 State Compensatory - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Students will participate in campus science fair, and District science fair to learn and apply the skills of scientific investigation and reasoning.</p> <p>Teachers will attend RGVSA Conference to better prepare students to excel in Science TEKS and state assessments. Maintenance Training for classroom teachers to address use of:</p> <p>Notebooks, word walls, graphic organizers, voc. development and Questioning techniques for STAAR preparation.</p> <p>POPULATION: 3rd-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: Nov. 2019</p>	2.5	Dean of Instruction  Third-fifth grade teachers  Science Specialists	FORMATIVE: Campus Science Fair outcomes & student participation  SUMMATIVE: District Science Fair results & participation outcomes				
<p><b>Funding Sources:</b> 211 Title I-A - 8000.00</p>							
<p>7) Teachers will have students enter daily science, reading and math topics into their interactive notebooks/journals in order to summarize daily &amp; weekly concepts.</p> <p>POPULATION: 3rd-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020</p>	2.4	Dean of Instruction  Third-fifth grade teachers  C & I Specialists	FORMATIVE: PMA /Benchmark Scores Student Performance Teacher Observation				
<p>8) Implement and display word walls to enhance students literary content and vocabulary development in reading, math, social studies, and science, as well as establish a science based library with resources to improve literacy.</p> <p>POPULATION: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019 - May 2020</p>	2.4	Principal Dean of Instruction Lead Teacher Curriculum Specialists	Formative: Walkthroughs TERANOVA, SUPERA, TELPAS  SUMMATIVE: Science STAAR scores will increase to 90%.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Implementation of Constitution Day Activities campus wide initiative will promote citizenship and meet the needs of the students and ensure their success.  Students will be able to recite Preamble to the Constitution; practice through morning announcements.  POPULATION: PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020	2.4	Dean of Instruction  Administrators  Lead Teachers  SS Curriculum Specialist	FORMATIVE/ SUMMATIVE  Students recite Preamble to the Constitution daily & implement Constitution Day Activities in class				




**Goal 1:** Gonzalez 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:** Gonzalez early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

**Evaluation Data Source(s) 2:** C-PALLS Reports, Report Cards

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) PreK-3 and PreK-4 Teachers will receive curriculum updates at the district level every 6 weeks.  POPULATION: PreK-3 & PreK-4  TIMELINE: AUG. 2019- May 2020	2.4	Dean of Instruction Administrators Lead Teacher Early Childhood Specialists	Formative: Lesson Plans Classroom observations  Summative: OWL Report EOY CPALLS results				
<b>Funding Sources:</b> 199 Local funds - 0.00							
							

**Goal 1:** Gonzalez 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 migrant 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:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) PFS students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Resources to be used for the PFS Migrant students include the NGS PFS report.</p> <p>POPULATION: PFS Migrant Students TIMELINE: Aug. 2019-May 2020</p>	2.6	Federal Program Administrator Campus Administrators Campus Clerks	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Tutorials will be made available to 3rd - 5th grade migrants students including PFS students. PFS students will be identified through the Migrant Office and Data Entry Office. All migrant and PFS will attend Extended Day in order to provide them with the necessary tools to complete their homework assignments thus providing them the same opportunity to meeting the academic challenges of all students.</p> <p>Materials: Mentoring Minds "Think Up" Dictionaries</p> <p>POPULATION: PFS Migrant Students TIMELINE: Aug. 2019-May 2020</p> <p>PERC School Culture 4</p>	2.5	Federal Programs Administrator Campus Administrators Tutorial teacher (s) Principal Dean	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form with student NGS Number and Parent and Student signatures</p> <p>Master schedule for Tutorials Benchmark results Teacher lesson plans Tutorial Attendance sheets</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) In order to secure the data needed to Accommodate placement into Appropriate Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>The teacher will provide extended day services as needed.</p> <p>Additional Resources to be considered: CPALLS Results TPRI Results Tejas LEE Results TERANOVA/SUPERA</p> <p>POPULATION: Migrant Students TIMELINE: Aug. 2019 - May 2020</p>	2.4	Federal Program Administrator Campus Principals Elementary Teachers	<p>Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: C PALLS , TPRI, Tejas LEE TERANOVA/SUPERA Post Assessments</p>				
<p>4) Elementary migrant students will have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program.</p> <p>Resources needed include: Project SMART Summer Program All Non-Migrant Summer School Programs NGS Currently Enrolled Report POPULATION: Migrant Students TIMELINE: May 2020</p>	2.4	Special Programs Administrator Campus Principals Homeroom Teachers	<p>Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation</p>				

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

**Goal 1:** Gonzalez 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, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide opportunities for all students to participate in curricular courses as well as extracurricular activities in order to develop language usage and improve proficiency.</p> <p>UIL Spelling Bee Destination Imagination STEM</p> <p>POPULATION: PK3-5th Grade TI MI LEP SE AR G.T DYS</p> <p>TIMELINE: August 2019- May 2020</p>	2.4	Principal Dean of Instruction DI managers Librarian UIL Campus Coordinator Spelling Bee Coordinator	<p>Formative: Benchmark testing schedules and results</p> <p>Summative: STAAR, TERANOVA/ SUPERA, TELPAS, PBMAS, AMAOS, SELP, C-PALLS</p>				
<b>Funding Sources:</b> 199 G/T Advanced Academics - 1472.00							
<p>2) Elementary students will compete in UIL Music Memory as a means of developing aural listening skills.</p> <p>Grades 3rd - 5th</p> <p>Timeline: April 2020</p>	2.5	UIL Coordinator and elementary teachers	<p>F: Lesson plans</p> <p>S: Performance ratings</p>				
<b>Funding Sources:</b> 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Elementary students will participate in the Celebration of Song ; Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.  POPULATION: MI LEP SE AR G.T. DYS  TIMELINE: AUG. 2019 - MAY 2020	2.4	Supervisor of Choral Music and elementary music teachers	F: Lesson plans S: Audience/student reaction				
4) Elementary visual arts students will participate in BISD district art Competition; exhibition to promote professional growth.  POPULATION: MI LEP SE AR G.T. DYS  TIMELINE: AUG. 2019 - MAY 2020	2.4, 2.5	Supervisor of Visual Arts and elementary visual art instructors	F: Lesson plans S: Performance ratings				
5) Participate in the Red Hot Ballroom dance program grades 5-12 to promote the cultural awareness of the importance of dance and social skills  POPULATION: MI LEP SE AR G.T. DYS  TIMELINE: AUG. 2019 - MAY 2020	2.4	Administrator of Fine Arts Elementary school ballroom instructors	F: Lesson plans S: Performance ratings				
6) The district will provide all fine arts instructors professional development opportunities that will ensure student success.  TIMELINE: AUG. 2019- MAY 2020	2.4	Principal Dean Department of Fine Arts	F: Needs assessment S: Evaluations				




## Goal 2: Gonzalez in collaboration with the Board of Trustees, 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:** Gonzalez 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 promote energy savings activities to support the implementation of the district's energy savings plan.  POPULATION: PreK3 - 5th grade teachers, Special Assignment teachers, Special Ed teachers, P.E. Staff  TIMELINE: January 2019 - May 2020	2.4	Campus Administration Custodians SBDM District Administration	The implementation of the district energy savings plan will decrease the energy usage compared to prior years.  FORMATIVE: Monthly comparison of energy usage  SUMMATIVE: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the campus.  POPULATION: Campus faculty, staff, and administrators  TIMELINE: January 2019- May 2020	2.4	District Administration School Administration Custodians Teachers Staff	Prioritization of the renovation plan will be based on the results of a campus survey.  FORMATIVE: Survey  SUMMATIVE: Evaluation/analysis of survey data				
							







**Goal 3: Our campus 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:** Gonzalez 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) The campus will effectively and efficiently use 100% of available budgeted funds for programs based on the needs assessment.  POPULATION: Pre-K 3 - 5th grade , Special Assignment Teachers, Support Staff, Administrators  TIMELINE: January 2019 - May 2020	2.4	District Administration Campus Administration SBDM	Funding reports will indicate all funds were expended based on prioritized needs.  Formative: monthly expenditure reports compared to CIP Summative: end of year expenditure reports.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

**Goal 3:** Our campus 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:** Our campus 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) Federal Programs will continue to fund highly qualified teachers for the purpose of reducing class size in order to increase the performance of all students (one fifth grade teacher).  FTE for class size reduction teacher (255 fund)  POPULATION: TII-A teacher in 5th Grade  TIMELINE: August 2019- May 2020	2.4	Special Programs administrator Federal Programs Admin. Principals	Formative: District & Campus Benchmark Scores, Teacher Observations, Student Progress Reports  Summative: EOY Student Passing Rates EOY Assessment Scores				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

**Goal 3:** Our campus 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:** Gonzalez will create and provide faculty and staff recognition 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) All teachers and staff will participate in teacher appreciation activities and receive teacher tokens of appreciation.  POPULATION: PreK3 - 5th grade teachers, Special Assignment, Special Ed, P.E. teachers, and counselors  TIMELINE: January 2019 - May 2020	2.4	Campus Administration Counselors Parent Liaison	The teacher appreciation calendar will be reviewed monthly for completed activities.  Formative: Monthly Review of calendar  Summative: EOY Review of Calendar				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

## Goal 4: Our school 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:** Gonzalez 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) The campus will promote the campus accomplishments through the website on a weekly basis.  POPULATION: Campus faculty and staff, administrators  TIMELINE: January 2019 - May 2020	2.4	Parent Liaison Counselors Campus Administration District Administration	Weekly news and events will be featured on the campus website.  FORMATIVE: Monthly review website for information of articles and showcases  SUMMATIVE: Website review at EOY				
2) The campus will designate a Public Information Office (PIO) contact to provide featured articles, current and prior students/parents/staff recognitions, extra curricular activities, and parent/community events.  POPULATION: Campus faculty and staff, and administrators  TIMELINE: January 2019 - May 2020	2.4	Parent Liaison Counselors Campus Administration	Showcase current accomplishments of faculty, staff, students, and major events.  FORMATIVE: Submission of information for articles and showcases  SUMMATIVE: Annual compilation of articles and presentation/showcases				
							

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

**Performance Objective 1:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

**Evaluation Data Source(s) 1:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff &amp; community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights.</p> <p>POPULATION: Parents, Students, Staff, and Community</p> <p>PK3-5TH TI MI LEP SE AR GT DYS</p> <p>TIMELINE: August 2019 - May 2020</p>	3.1	Principals Assistant Principals Campus staff Public Information Parental Involvement	FORMATIVE: Signed SCC Acknowledgement Forms Agendas and Sign-in forms  SUMMATIVE: Composite of end of year documentation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy.</p> <p>POPULATION: Parents, Students, Staff, and Community PK3-5TH TI MI LEP SE AR GT DYS</p> <p>TIMELINE: Aug. 2019- May 2020</p>	3.1	Principals Assistant Principals	<p>FORMATIVE: Completed Referral Forms</p> <p>SUMMATIVE: Composite of end of year documentation</p>				
<p>3) Provide training for administrators and new teachers: (a) to effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>POPULATION: Administrators New Teachers</p> <p>TIMELINE: Aug. 2019- May 2020</p>	2.6	Principals Assistant Principals Counselors RTI Specialist	<p>FORMATIVE: Agenda Sign-in sheets</p> <p>SUMMATIVE: Session Evaluations</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Provide professional development based on level of expertise and need in the following areas:</p> <p>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</p> <p>Allow staff to recognize and address the issue, as a preventive measure.</p> <p>POPULATION:  Administrators, Campus Staff &amp; Faculty</p> <p>TIMELINE: August 2019 - May 2020</p>	2.4	Administrators, Principals, APs, Counselors, Professional Development, Behavioral Specialists RtI Specialist BISD PD	<p>FORMATIVE:  Attendance  Roster, Professional Development  Evaluation, PEIMS  Discipline Reports</p> <p>SUMMATIVE:  Session Evaluations</p>				
<p>5)  Parent Presentations will be made periodically at campuses  Gang Awareness  Bullying  Dating Violence  Internet Safety  Drug, Alcohol and Tobacco Awareness  Gun Safety  Teen CERT  Truancy</p> <p>EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>POPULATION:  Administrators, Campus Staff &amp; Faculty, Guidance &amp; Counseling Administration, Students and Parents</p> <p>TIMELINE: Aug. 2019- May 2020</p>	3.2	Principals Assistant Principals Counselors Parental Involvement	<p>FORMATIVE:  Evaluations, Sign-In Sheets,  SUMMATIVE:  Composite of end of year documentation  PEIMS Discipline</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals in the areas of : Gang Awareness Bullying/ Harassment Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness</p> <p>POPULATION: All students Pk3-5th including TI MI LEP SE AR DYS GT</p> <p>TIMELINE: Aug 2019- May 2020</p>	2.6	Administrator for Guidance & Counseling Campus Admin. Campus Counselors	<p>FORMATIVE: Student academic progress number of discipline referrals</p> <p>SUMMATIVE: Counselor student log</p>				
<p>7) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential POPULATION: All students Pk3-5th including TI MI LEP SE AR DYS GT</p> <p>TIMELINE: Aug 2019- May 2020</p>	2.4	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	<p>Weekly review of Campus attendance rates Monitor campus Attendance</p> <p>Management plans as needed by campus visitations by attendance office</p>				
<p>8) Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2016 through 2017 number of days students were absent due to OSS.  To increase campus student attendance rates and improve student instructional levels.</p> <p>POPULATION: All students Pk3-5th including TI MI LEP SE AR DYS GT</p> <p>TIMELINE: Aug 2019- May 2020</p>	2.6	Principal PEIMS Supervisor Attendance Clerk Computer Services Pupil Services	Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS				



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

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

**Performance Objective 2:** Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

**Evaluation Data Source(s) 2:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campuses will develop and maintain an Emergency Operations Plan.</p> <p>Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee.</p> <p>The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation.</p> <p>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.</p> <p>POPULATION: PK3-5TH GRADE Students TI MI LEP SE AR GT DYS</p> <p>TIMELINE: Aug. 2019- May 2020</p>	2.4	Principal Assistant Principal BISD Police & Security	<p>FORMATIVE: Action Reviews, Sign-In Sheets, Evaluations, Audits</p> <p>SUMMATIVE: Composite of end of year documentation EOP documentation</p>				

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

**Goal 6: Gonzalez, in collaboration with the Board of Trustees, 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 2017-2018 to 2018-2019.

**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
<p>1) Our parent liaison will hold weekly Parent Meetings to discuss parental issues, lockdown and safety procedures, CIP, SBDM, and to encourage parent volunteers. Snacks and beverages will be served.</p> <p>Nuestra coordinadora de Padres llevara a cabo reuniones semanales con los padres para discutir temas de los padres, los procedimientos de cierre y seguridad, el CIP, el SBDM y para alentar a los padres voluntarios. Se servirán aperitivos y bebidas.</p> <p>POPULATION/POBLACION: Parents/Padres</p> <p>TIMELINE: AUG.2019- MAY 2020</p>	3.2	Principals Parent Liaisons Asst. Principal	<p>Formative: District and Campus Parental Involvement Policy</p> <p>Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist</p>				
<p><b>Funding Sources:</b> 199 Local funds - 0.00, 211 Title I-A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) 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.</p> <p>Completar y distribuir una Poliza de participacion de los padres para delinear como los padres participaran activamente a nivel del distrito / campus con la intencion de aumentar la participacion.</p> <p>Population/POBLACION: School, Parents, Students Escuela, Padres, Estudiantes</p> <p>TIMELINE: Aug. 2020</p>	3.1	Principal Parent Liaisons	Formative: District and Campus Parental Involvement Policy Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist				
<p>3) Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement.</p> <p>Diseminar los Pactos Escuela-Padre-Estudiente indicando las responsabilidades de cada grupo para asegurar el logro estudiantil.</p> <p>POPULATION: Parents Schools Students TIMELINE: Aug. 2020</p>	3.1	Principal Dean Parent Liaisons	Formative: School-Parent- Student Compacts  Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist				
<p>4) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Llevar a cabo una reunion anual de Titulo I para informar a los padres de los servicios que se brindan a traves de los fondos del Titulo I.</p> <p>POPULATION/POBLACION: Parents/Padres TIMELINE: SEPTEMBER 2019</p>	3.2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Llevar a cabo una encuesta anual para padres de TAtulo I para evaluar la eficacia de los esfuerzos de participaciA3n de los padres en el Distrito y / Escuela.</p> <p>POPULATION: PARENTS</p> <p>TIMELINE: March 2020- April 2020</p>	3.1	Principals Parent Liaison Dean	<p>Formative: Survey Results</p> <p>Summative: Composite of survey results</p> <p>Title I-A Parental Involvement Compliance Checklist</p>				
<p>6) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa:</p> <p>Parental Involvement Policy-Poliza de Involucramiento de Padres School-Parent-Student Compact/Convenio de Escuela-Padres- Estudiantes Campus Improvement Plan</p> <p>POPULATION: Parents</p> <p>TIMELINE: Aug. 2019- May 2020</p>	3.2	Principals Parent Liaisons	<p>Formative: Calendar Agendas Sign-in Sheets Minutes Fliers PI Policy Compact Parent Representative List</p> <p>Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklist STAAR Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Host 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 Campus Report Card State &amp; District Assessments &amp; Guidelines</p> <p>Organice un Dia de Orientacion para Padres para informar a los padres y miembros de la comunidad sobre los procedimientos de operacion esandar diarios y la Politica del Distrito. Cadigo de Conducta Estudiantil Acuerdo entre estudiante, padres y escuela PolAtica de participacion de los padres Procedimientos de operacion de emergencia Pautas para voluntarios y oportuidades Boleta de calificaciones del campus Evaluaciones y pautas estatales y distritales.</p> <p>Population: Parents and Community TIMELINE: AUG. 2019- MAY 2020</p>	3.2	<p>Campus Administrators</p> <p>Parent Liaisons</p>	<p>Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations</p> <p>Summative: Discipline Referrals STAAR Results</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Capitalize on District 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.</p> <p>Capitalice los recursos de la comunidad del Distrito mediante la creacion de acuerdos de asociacion con agencias y organizaciones. Invite a las agencias / organizaciones de la comunidad a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo asociaciones comunitarias solidas.</p> <p>POPULATION: Parents and Community TIMELINE: AUG. 2019- MAY 2020</p>	3.2	Campus Administrators Parent Liaisons	<p>Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations</p> <p>Summative: Discipline Referrals STAAR Results</p>				
<p>9) Educate campus teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Educar a los maestros del campus durante las reuniones de profesores y de nivel de grado sobre los beneficios academicos y no academicos de una asociacion solida entre padres y escuela.</p> <p>POPULATION: Parents and Community TIMELINE: AUG. 2019- MAY 2020</p>	2.4	Campus Administrators Parent Liaisons	<p>Formative: Agendas Sign-in Session Evaluations sheets</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Conduct an annual survey of Campus Administration and Staff to evaluate the support services provided by the Parental Involvement Department and the effectiveness of the Parental Involvement at the campus level in order to better meet the needs of all stakeholders and to make more informative decisions for the following school year.</p> <p>Conducir una encuesta anual de la Escuela, Administracion, y personal de la escuela para evaluar los servicios de apoyo que brindan el departamento de involucramiento de padres y la eficiencia del Departamento de involucramiento en a nivel escuela con el fin de satisfacer las necesidades de todos los interesados y hacer mas decisiones informativos para el siguiente ano escolar.</p> <p>POPULATION: BISD Employees Parents and community</p> <p>TIMELINE: MAY 2020</p>	3.2	Campus Administrators Parent Liaisons	<p>Formative: Survey Results</p> <p>Summative: Composite of survey results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>11) Provide parent training sessions at Gonzalez Elem. Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness - Drop-out and Violence Prevention - Community agencies / organizations</p> <p>Proporcionar sesiones de entrenamiento para padres en Gonzalez Elem. en el Centro de padres para difundir informacion, servicios y / o referencias a agencias que abordan las necesidades en las siguientes Areas: Estrategias de lectura para la primera infancia Educacion para la salud-Familias en formacion Poblaciones especiales (bilingue, dislexia, TG, migrantes, educacion especial) Preparacion universitaria - Abandono escolar y prevencion de la violencia - Agencias / organizaciones comunitaria</p> <p>POPULATION: Parents and Community TIMELINE: AUG. 2019- MAY 2020</p>	3.2	Campus Administrators Parent Liaisons	<p>Formative: Parent Sign-In Sheets Meeting Agendas Conference Evaluations</p> <p>Summative: 21st Century Evaluation</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings trainings. (Parent Liaison FTE will be funded from Title I funds)</p> <p>Los fondos se asignarán para proporcionar el pago por el kilometraje incurrido mientras se llevan a cabo las responsabilidades de Asistencia y Participación de los Padres, es decir; Entrenamientos de visitas domiciliarias y reuniones de participación parental. (El enlace de padres FTE se financiará con los fondos del Título I)</p> <p>POPULATION: Parent Liaison</p> <p>TIMELINE: AUG. 2019- MAY 2020</p> <p>Demo 1</p>	3.2	Campus Administrators Parent Liaisons	<p>Formative: Monthly Contact Log Composite Report</p> <p>Summative: Monthly Mileage Log Cash payments</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							
<p>13) Parents of migrant PK, Kinder, 1st, and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Los padres de los estudiantes migrantes de PK, Kinder, 1er y 2do grado recibirán sesiones de concientización para ilustrar como apoyar académicamente a sus hijos de manera mas efectiva.</p> <p>POPULATION: Parents of Migrant Students</p> <p>TIMELINE: FALL 2019</p>	3.2	Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC	Academic success for all Pk-2nd grade students EOY Promotion rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>14) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Con el fin de aumentar el conocimiento de las necesidades de los estudiantes migrantes, a los profesores y al personal del campus de BISD se les proporcionarA! la informacion adecuada sobre los migrantes para que se proporcionen intervenciones oportunas y apropiadas a los estudiantes migrantes.</p> <p>POPULATION: Teachers servicing Migrant Students</p> <p>TIMELINE: Aug. 2019-May 2020</p>	2.6	Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC	Timely placement into Interventions.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 7: Our campus teachers 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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide Language Arts Professional Development for Elem. ELA teachers in order to implement a comprehensive instructional program for English Language Learners. TELPAS ELPS Sheltered Instruction Esperanza (Grades 1-2) Lang. Enrichment I (Grades 1-3) STAAR 3rd-5th vocab. development fluency through novels/literature writing across the curriculum CIRCLE LPAC Training (subs) Graphophonemic Knowledge New Reading TEKS</p> <p>Purchase Language Enrichment materials.</p> <p>POPULATION: All PK3-5th grade teachers All Sp.Ed. and Dyslexia teachers</p> <p>TIMELINE: August 2019- May 2020 Demo 3 SA 2, 6, 10</p>	2.4	Principal Dean of Instruction Language Arts Specialists Lead Teachers	<p>Formative: Classroom Observations for implementation of TPRI/ TEJAS Lee Benchmark Testing Fluency Monitoring Trackers LION Testing for At risk students</p> <p>Summative: TELPAS STAAR PBMAS/AMAOS TERANOVA/SUPERA</p>				
<p><b>Funding Sources:</b> 163 State Bilingual - 4800.00</p>							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Teachers will continue to receive instruction on Campus wide methods of writing in order to improve student achievement in the different grade levels as well as to achieve a 100% STAAR Writing score.</p> <p>Write for Success training</p> <p>ELAR/SLAR TEKS</p> <p>POPULATION: 1st-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020</p>	2.4	Principal Dean of Instruction Writing Teacher	<p>Formative: Benchmark testing TPRI/ Tejas Lee Reading Fluency Teacher observations</p> <p>Summative: TELPAS TERANOVA/SUPERA STAAR Writing/Rdg</p>				
<p>3) Hold vertical and horizontal alignment meetings to share teaching practices and strategies (for Reading/ Writing/ Math/Science) in order to facilitate students to transition from K-5th grade.</p> <p>Including: DOK &amp; Cooperative Learning Strategies</p> <p>Resources to be used: TEA WEBSITE TEA RELEASE TESTS STAAR BLUEPRINTS</p> <p>POPULATION: Teachers in PK3-5th Grade TIMELINE: August 2019- May 2020</p>	2.4	Principal Dean of Instruction Lead Teachers	<p>Formative: Professional Dev. Evaluations Teacher transcripts Benchmarks</p> <p>Summative: STAAR Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Provide Professional development for Pre-K3-5th teachers. This will include having one teacher representative attend trainings through District wide curriculum collaboration meetings every Six Weeks in order to effectively implement the curriculum to achieve higher student Reading, Writing, and Math STAAR scores. These trainings will increase the content and pedagogical level of teachers in order to support the math and reading curriculum.</p> <p>Teachers will learn new and innovative STAAR aligned strategies and achieve higher science assessment scores.</p> <p>United Streaming. MSTAAR Trainings-5th grade STAAR refinement Training Math, Science, Reading Maintenance training POPULATION: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020 SPP C &amp; I Assess Needs 3</p>	2.5	Principal Dean of Instruction Science Specialists	<p>FORMATIVE: Sign-in Rosters &amp; Evaluations Student Assessments Classroom Observations Lesson Plans</p> <p>SUMMATIVE: STAAR Science scores will increase to 90%, STAAR Reading, Writing, &amp; Math will increase to 95% or higher.</p> <p>Program Evaluation Surveys</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Teachers will participate in Professional Development as well as technology Social Studies training to integrate the following in the classrooms: Pearson and Studies Weekly in order to increase student performance and develop an ambiance for interactive learning.</p> <p>To provide teachers with appropriate research based strategies in order to meet the needs of the students and ensure their success.</p> <p>Students increase participation in BISD Hispanic Awareness Month: Dia del Nino Cinco de mayo 16 de septiembre Charro Days Celebration Hispanic Heritage Month</p> <p>POPULATION: PK3-5th Grade TI MI LEP SE AR G. T DYS TIMELINE: August 2019- May 2020</p>	2.6	Principal Dean of Instruction Social Studies Specialist	<p>FORMATIVE: Teacher made tests classroom observations lesson plans textbook tests</p> <p>SUMMATIVE:  TPRI TERANOVA/SUPERA</p>				
<p>6) All Elementary teachers will receive G.T. Core Hour Training and will maintain on-going hours to enhance teaching skills and better prepare students to pass AP exams. POPULATION: PK3-5th grade teachers servicing GT students  TIMELINE: AUG. 2019-MAY 2020</p>	2.4	Adm. for Advanced Academics Campus Admin. GT Teachers Dean Principal	<p>F: Campus audits of teacher training by Advanced Academics F-Sign in sheets F-Agendas S-Monthly campus visits</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Provide Reading Language Arts, Writing, Math, Science, and Social Studies Professional Development for New and existing Elementary teachers in order to implement a comprehensive Instructional program. Professional Development will be provided for our teachers by Curriculum and Instruction Dept.</p> <p>ELAR/SLAR TEKS Response to Intervention RTI) CCRS (College and Career Readiness Standards) LPAC Training (Subs) Readiness (STAAR) 3rd-5th vocab.development fluency writing across the curriculum Texas Literacy Initiative (Protocols) Professional Development topics that support Fluency &amp; Comprehension Empowering Writers Workshop</p> <p>Teachers will receive updated Math &amp; STAAR supplemental materials training each six weeks through District wide curriculum collaboration meetings to support the math content and increase the awareness of computer software available to the teachers through the supplemental resources.</p> <p>POPULATION: All PK3-5th grade teachers All Sp.Ed. and Dyslexia teachers</p> <p>TIMELINE: Aug. 2019 - May 2020</p>	2.4	Dean of Instruction Campus Principal C & I Specialists	<p>Formative: Classroom Observations for implementation of TPRI/ TEJAS Lee Benchmark Testing Fluency Monitoring</p> <p>Summative: TELPAS STAAR PBMAS/AMAOS TERANOVA/SUPERA</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) To better support instruction and improve student achievement in the classroom, Title I instructional assistants will attend professional development sessions and be trained on the latest scientific, Research-based instructional strategies.</p> <p>Campus instructional aides will assist At-Risk students with core academic activities in order to improve student performance.</p> <p>Population Impacting: All Prek3 and Prek4 students MI TI LEP AR</p> <p>TIMELINE: AUG. 2019-May 2020 SPP C &amp; I Assess Needs 1</p>	2.6	Campus Principal Special Programs Administrator Federal Programs Administrator Dean	<p>FORMATIVE: Classroom Observations Benchmark Scores Student Progress Reports CLI Engage BOY and MOY</p> <p>Summative: CLI Engage: EOY</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							
<p>9) The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty &amp; staff opportunities for instructional support in order to train and retrain highly qualified personnel.</p> <p>POPULATION: AR, LEP, DYS</p> <p>TIMELINE: AUG. 2019 through May 2020</p> <p>SA 2 SPP C &amp; I Assess Needs 1, 3</p>	2.4	Principal Administrator for State Compensatory Education Dean	<p>FORMATIVE: ERO Session Evaluation Report ERO Session Attendance Report Lesson plans classroom observations Student progress reports Benchmark scores</p> <p>SUMMATIVE: STAAR</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 0.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**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:** Our school 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, Star Chart 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
<p>1) All Gonzalez teachers will use technology to teach and enhance all content areas including technology TEKS using a Desktop, or laptop computer and/or Internet to complete classroom assignments throughout the year.</p> <p>All teachers and students will receive trainings on online safety, online usage, educational software, and technology uses of laptops, computers, Smart Boards, projectors, document cameras, printers</p> <p>POPULATION: Students PK3-5TH TI MI LEP SE AR GT</p> <p>TIMELINE: Aug. 2019-May 2020</p>	2.4	Principal Dean TST	<p>Campus School Technology and Readiness Starchart Usage of technology in the classroom will be more evident during the instruction</p> <p>Presentations Walkthroughs Lesson Plans</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) The campus TST, teachers, and an administrator will attend the Technology Conference in San Antonio and will come back and train the campus teachers and staff. Teachers will be involved in campus staff development for updates on software as well as new technology hardware. The purchase of any technology related equipment and software will be done to facilitate student success on online testing and in all content areas to meet state and local standards. (i.e. laptop computers, desktop computers, Smart Boards, projectors, document cameras, printers, etc.) Purchase of Math Lone Star Learning digital license 3rd - 5th POPULATION: Students PK3-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2019 -May 2020</p>	2.4	Principal Dean of Instruction Technology Support Teacher SBDM Committee	<p>FORMATIVE: Sign-in Rosters &amp; Evaluations</p> <p>SUMMATIVE All teachers will use a computerized grade book/ lesson plan for 2019-2020 STAR Chart</p>				
<p>3) Teachers will complete STAR Chart surveys pertaining to: District and Campus Staff Development on uses of: laptops computers Smart Boards projectors document cameras printers, etc POPULATION: Teachers servicing students in PK3-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2019 -May 2020</p>	2.4	Dean of Instruction Technology support Principal TST	<p>FORMATIVE: Sign-in Rosters &amp; Evaluations</p> <p>Summative: STAR chart Completion</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Teachers will be required to document classroom technology integration in their lesson plans using the technology TEKS to ensure that technology is integrated throughout the curriculum areas.</p> <p>Some of the content areas technology will be integrated include use of : EduSmart -Science Based Program POPULATION: Teachers servicing students PK3-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2019 -May 2020</p>	2.4	Principal Dean of Instruction TST	<p>Formative: Student Performance Teacher Observation &amp;l lesson plans</p> <p>SUMMATIVE All teachers will use a computerized grade book and lesson plan for 2019 - 2020 Student performance will increase in the different content areas.</p>				
<p>5) All students will receive trainings on safety, online usage, educational software, and technology uses of laptops, computers, Smart Boards, projectors, document cameras, printers, to improve the integration of technology.</p> <p>In addition, all qualifying students will receive training on use of multiple assistive devices and software when needed POPULATION: Students PK3-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2019 -May 2020</p>	2.4	Principal Dean of Instruction Technology Teacher	<p>Student performance will increase in the different content areas.</p> <p>Formative: Student performance/ Teacher observation</p> <p>Summative: Starchart</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Gonzalez Elementary will purchase new Projectors, document cameras, and laptops, desktop computers as well as other hardware for the 2019-2020 school year to improve the infrastructure for online assessments and be used by the teachers and students for multimedia presentations.</p> <p>Laptops Printers &amp; Ink cartridges Document cameras Desktop computers/hardware &amp; software Projectors Printers Televisions Bulbs for projectors needed annually Headphones mounting projectors/ceiling mounts POPULATION: Students PK3-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2019 -May 2020 SA 8, 9, 11 SPP Tech Needs 4, 6</p>	2.4	Principal Dean of Instruction Technology Teacher Instructional Technology Department	<p>Student performance will increase in the different content areas.</p> <p>Formative: Walk-throughs Teacher class observation Lesson Plans</p> <p>Summative: STAAR Results Monitoring Tool</p>				
				<b>Funding Sources:</b> 211 Title I-A - 12602.00, 162 State Compensatory - 5000.00			
<p>7) PreKinder3-5th grade teachers will print TPRI/Tejas LEE, /CPALLS, EDI, AWARE, Universal Screener data reports, and RTI activities in order to plan accordingly for differentiated instruction.</p> <p>Resources needed: Ink cartridges for grade level printers and Dean of Instruction</p> <p>Teachers servicing students PK3-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2019-May 2020 SA 7, 8</p>	2.6	PK-5th Grade TST Dean of Instruction	<p>F: Lesson Plans</p> <p>S: BOY, MOY, EOY Reports</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) 2nd-5th grade ELL students will take practice online tutorials in the computer lab to improve and master Advanced High level on TELPAS in order to meet AMAO 1, AMAO 2, and AMAO 3.</p> <p>Focus Groups: 1st, 2nd &amp; 4th Grade</p> <p>Resources needed: Computer Lab TELPAS Online Tutorials POPULATION: Students 2nd -5TH TI MI LEP SE AR GT TIMELINE: Aug. 2019 -May 2020</p>	2.4	Technology Support 2nd-5th Grade Teachers Testing Coordinator Dean of Instruction	<p>F: Lesson plans, walkthroughs</p> <p>S: TELPAS Results</p>				
<p>9) Kinder through 2nd grade students will be scheduled for computer lab to increase their knowledge and use of technology skills. The Pre-K3 classrooms will be equipped with twp HATCH computers.</p> <p>Students will participate in scheduled computer lab time instruction and classroom activities that incorporate technology into all subject areas.</p> <p>Additional Resources needed: Computer lab, COWS, desktops, Software, computer Lab Schedule</p> <p>Teachers servicing students PK3-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2019 -May 2020</p>	2.4	Computer Lab Manager Dean of Instruction Principal Asst Principal Teachers TST assistant (FTE)	<p>Formative: walkthroughs Technology 6 wk grades Student Lab Progress Report</p> <p>Summative EOY grades lesson plans</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Implement AR program in the classroom and library to expose students to different literary genres in order to increase STAAR Reading Scores in 3rd-5th grade.</p> <p>Teachers servicing students in 1st-5TH TI MI LEP SE AR GT</p> <p>TIMELINE: Aug. 2019 -May 2020</p>	2.4	Lead Teachers Librarian Dean of Instruction	AR Reports will reflect increase in campus participation				
<p>11) Students will work at computer stations on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p> <p>In addition, 3rd-5th grade students will use internet websites to research science fair projects, data, and other information for the campus and district Science Fair projects and Brainsville.</p> <p>POPULATION: Students 3rd -5TH TI MI LEP SE AR GT</p> <p>TIMELINE: Aug. 2019 -May 2020</p>	2.4	Computer Lab Manager Principal Administration Dean of Instruction TST assistant	F: Campus Science Fair Competition, Projects S: District Science Fair Competition Brainsville 10% increase on STAAR scores				
<p>12) The computer lab aide will provide instruction to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom instruction.</p> <p>POPULATION: Teacher Assistant servicing students PK3-5TH TI MI LEP SE AR GT</p> <p>TIMELINE: Aug. 2019 -May 2020 SPP Tech Needs 6, 7</p>	2.4	Principal Dean of Instruction Teachers Support Staff	Formative: Technology 6 wk grades  Summative; EOY Grades STAR Chart				
<b>Funding Sources:</b> 211 Title I-A - 0.00							

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

## 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 campus attendance rate to 96.8% with a target of 97.5% 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
<p>1) Train attendance clerks and parent/attendance liaisons to consistently monitor and communicate students daily absences and tardiness to parents and staff.</p> <p>To promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.</p> <p>Resources needed: Pupil Services Student Accounting School Messenger Notification System Phone Master POPULATION: attendance clerks and parent and attendance liaisons monitoring All students Pk3-5th TIMELINE: AUG. 2019 - MAY 2020</p>	2.6	Attendance Office Principal Campus PEIMS Supervisor Parent Liaisons Data Entry Clerk	Agenda Sign-in sheets Six weeks Attendance Report School Messenger Notification System				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction.</p> <p>POPULATION: attendance clerks and parent and attendance liaisons monitoring All students Pk3-5th</p> <p>TIMELINE: Aug 2019</p>	2.4	<p>School Messenger Notification System Trainer</p> <p>Computer Services PEIMS Supervisor Pupil Services Data Entry Clerk</p>	<p>F: Agendas Sign in sheets</p>				
<p>3) Publish and recognize campus attendance rates in KBSD, school marquees and school activities to promote and motivate student attendance District-wide and increase educational potential of students.</p> <p>Resources include- the use of campus marquee Instructional TV</p> <p>POPULATION: All students Pk3-5th including TI MI LEP SE AR DYS GT</p> <p>TIMELINE: Aug 2019 - MAY 2020</p>	2.4	<p>Student Accounting Principal PEIMS Supervisor Admissions and Attendance</p>	<p>KBSD announcements Campus marquees</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Recognize and award incentives; certificates and ribbons to students with perfect attendance every six weeks and at the end of the year.</p> <p>Campus recognition of students for Perfect Attendance Achievement that increase learning performance.</p> <p>To obtain perfects attendance, student must be present the entire instructional day for that attendance reporting period.</p> <p>Small plaques and trophies will be provided for student incentives.</p> <p>In addition, students with cumulative perfect attendance for the year will also be receiving a small plaque or trophy.</p> <p>POPULATION: All students Pk3-5th including TI MI LEP SE AR DYS GT TIMELINE: Aug 2019- May 2020 Demo 1</p>	2.4	Principal PEIMS Supervisor Data Entry Clerk School counselor	Campus documentation				
<p><b>Funding Sources:</b> 199 Local funds - 4000.00, 211 Title I-A - 5000.00, 212 Title I-C (Migrant) - 350.00</p>							
<p>5) The Pre-K3 and PreK4 program will be provided the full day in order to better prepare qualified students academically. Collaboration between Head Start centers and the PreKinder teachers will take place annually in May in order to assist with the transition from early childhood programs to elementary school programs.</p> <p>POPULATION: At-Risk Students Prekinder students: TI MI LEP AR DYS</p> <p>TIMELINE: AUG. 2019-MAY 2020 SPP Staff Quality 4</p>	2.6	Dean of Instruction Principal Administrator for Compensatory Education	<p>FORMATIVE: CPALLS (Beginniung of Year and Middle of Year), classroom observations, student progress reports</p> <p>SUMMATIVE: CPALLS (End of Year)</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 0.00</p>							

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

**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:** Gonzalez 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
1) All migrant students will receive grade appropriate school supplies and/or clothing / hygiene products in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunities for meeting the academic challenges of all students. Clothing will be jackets, pants, shoes, t-shirts, socks, underwear. Students will receive additional instructional supplies to assist the students in the classroom. PFS students will receive supplemental support services before other migrant students.	2.6	Special Programs Administrator Campus Administrators Dean Parent Liaison	Formative: NGS Campus Reports PFS Monitoring Tool  Summative: Completed Request for Supplemental Support form with student NGS number and parent and student signatures				
POPULATION: PFS Migrant Students TIMELINE: Aug. 2019-May 2020 PERC 4	<b>Funding Sources:</b> 211 Title I-A - 0.00						



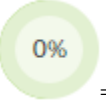

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Gonzalez Elementary School will implement tutorials and remediation strategies in core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement. Tutorials will include remediation in the content areas of Reading, Math, Writing, and Science.</p> <p>Homework help, enrichment activities will be provided after school through Extended Day.</p> <p>TIMELINE: Tutorials will be held for a minimum of 2 days a week beginning September 2019 through May 2020.</p> <p>POPULATION: Elementary At-Risk Students PK-5 grade TI LEP AR DYS MIGRANT</p> <p>PERC 4 SA 4</p>	2.6	Principal Dean of Instruction Area Assistant Superintendent Administrator for Special Programs Administrator for State Compensatory Education	<p>FORMATIVE: eSchoolsPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark scores, Student Progress Reports</p> <p>SUMMATIVE: STAAR and the Retention Rate</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 75141.00, 211 Title I-A - 69840.00</p>							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) In order to secure the data needed to Accommodate placement into Appropriate Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>The teacher will provide extended day services as needed.</p> <p>Additional Resources to be considered:  CPALLS Results  TPRI Results  Tejas LEE Results  TERANOVA/SUPERA</p> <p>POPULATION: Migrant Students  TIMELINE: Aug. 2019 - May 2020</p>	2.4	Federal Program Administrator Campus Principals Elementary Teachers	<p>Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: C PALLS , TPRI, Tejas LEE TERANOVA/SUPERA Post Assessments</p>				
<p>4) Third through fifth grade STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during the regular school year and summer school.</p> <p>Resources to be used include:  STAAR Test Results  Eduphoria and TANGO Reports  NGS Student Transfer Document  NGS State Assessments Report</p> <p>POPULATION:Migrant Students  TIMELINE: May 2019</p>	2.6	Special Programs Administrator Campus Principals Homeroom Teachers	<p>Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results</p> <p>Summative: Current State Results-STAAR</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) The academic progress of 1st and 2nd grade Migrant students will be monitored to ensure success grade level completion and ultimately secure promotion to the next grade level. Results from TERANOVA/ SUPERA and TPRI/TEJAS LEE will be reviewed to secure accurate placement into the next school year and receive summer school opportunities. POPULATION: Migrant Students 1st & 2nd TIMELINE: SPRING 2019	2.4	Special Programs Administrator Campus Principals Homeroom Teachers	Formative: Enrollment Lists NGS STAAR Report Benchmark Results  Summative: Test Results- TPRI/Tejas LEE results TERANOVA/SUPERA				
6) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.  TIMELINE: May 2020	2.6	Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC	Increase on-time graduation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Campus Administrative staff and/or teachers will attend district and/or state conferences, meetings, and seminars, to support campus and district-wide goals, objectives instructional initiatives, current practices and trends relative to At-Risk programs, dropout prevention, school instructional leadership, and professional development. Especially in the foundation curriculum subjects, in order in increase student academic achievement.</p> <p>(Assessment Conference, Bilingual Conference, Region One, RGVCTM, Leadership and other trainings available.)</p> <p>POPULATION: Teachers PK3- 5th grade, administration</p> <p>TIMELINE: AUG. 2019 through MAY 2020 SPP C &amp; I Assess Needs 1, 3 PERC 3</p>	2.6	Dean of Instruction Principal Lead Teachers	<p>FORMATIVE: Professional Development System Evaluation Report</p> <p>SUMMATIVE: STAAR</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 0.00</p>							
<p>8) Implement a campus-wide plan for the RTI intervention process for students. Teachers will acquire effective intervention and prevention instructional strategies through the assistance of the RTI committee members.</p> <p>POPULATION: At-Risk Students PK3-5th TI MI LEP SE AR DYS</p> <p>TIMELINE: AUG. 2019 MAY 2020</p>	2.6	Dean of Instruction Principal TLI teacher Assistant Principals RTI committee RTI Specialist	<p>FORMATIVE: FCRR, TPRI/Tejas Lee intervention guide Progress monitoring reports software usage reports</p> <p>SUMMATIVE: STAAR and the retention rate</p>				
<p>9) Gonzalez Elementary counselors will provide a Career Day where students will explore different careers and college preparation in order to make informative decisions about what college to attend.</p> <p>POPULATION: All Students 3rd-5th including TI MI LEP SE AR DYS GT</p> <p>TIMELINE: Spring 2020</p>	2.4	School Counselor Guidance and Counseling Department	<p>F: Sign-in sheets</p> <p>S: BISD Guidance and Counseling Program Evaluation form</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Gonzalez Elementary counselors will provide a Career On Wheels for all students Pk-2nd grade where students will explore different careers and college preparation in order to make informative decisions about what college to attend.</p> <p>POPULATION: All Students PK3-2nd including TI MI LEP SE AR DYS GT</p> <p>TIMELINE: Fall 2019</p>	2.5	School Counselor Guidance and Counseling Department	<p>F: Sign-in sheets</p> <p>S: BISD Guidance and Counseling Program Evaluation form</p>				
<p>11) Campus will promote college awareness during monthly scheduled College Jersey Days. Teachers will display their University bulletin board or door to support the district initiative.</p> <p>POPULATION: All Students Pk3-5th including TI MI LEP SE AR DYS GT</p> <p>TIMELINE: Aug 2019- May 2020</p>	2.5	Principal Teachers Counselors	<p>F: Lesson plans</p> <p>S: Presentations</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**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. PAP CATCH meetings and reports.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. POPULATION: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: AUG. 2019 - MAY 2020	2.4	Administrators Dean of Instructions Physical Ed. Teachers	F-Classroom Observations F-PE student attendance records F-Updated District Policy S-School Health Index S-Physical Fitness Assessment				
2) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007 POPULATION: 3rd-5th TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020	2.4	Administrators Dean of Instructions Physical Ed. Teachers C & I admin. CATCH team members ARD & 504 Teachers	F-Updated District Policy F-Classroom Observations S-TEA required report for Fitness Assessment Results & Student Follow-up				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009.</p> <p>POPULATION: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020</p>	2.4	Dean of Instruction Campus CATCH team members	S- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review				
<p>4) Monitor and emphasize the integrated math, reading, and writing academic concepts Inherent in the Health and Physical Education curriculum programs in order to enhance student skills and prepare them for testing.</p> <p>POPULATION: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020</p>	2.4	Physical Ed. Specialist Curriculum Writers Physical Ed. Teachers Math, Reading & Writing Teachers Staff Development (district & campus personnel)	F-Curriculum Frameworks F-Staff Development Agendas F-Lesson Plans S-Monthly Campus Visitation Documentation				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator Advanced by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>POPULATION: P.3K-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020</p>	2.4	<p>All Campuses Safety Coordinator PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions</p>	<p>F-Implementation Documentation F- Lesson Plans F-Fitness Assessment Observation F-Student Grades F-Attendance Rates S-SHAC Recommendations S-CATCH Activities S-CATCH Visitation Reports S-School Health Index Improvement Plan S-Standardized Tests Results</p>				
<p>6) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.</p> <p>* Update and maintain garage door. * Paint walls and lines on gym floor. * Inspect Basketball Backboards * Purchase of playground equipment.</p> <p>POPULATION: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020</p>	2.4	<p>Principals Safety Coordinators District CATCH Team Campus CATCH Team Maintenance Personnel</p>	<p>F-Safety Evaluation F-Campus Visitation Documentation F-Proper Maintenance Documentation S-SHAC Recommendations</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007. POPULATION: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- MAY 2020	2.4	Food & Nutrition Services Administrator Curriculum Administrator Area Superintendents District CATCH Team	F-Campus Visitation Observation F-Updated District Policy				
8) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09. POPULATION: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020	2.4	PE Teachers Campus Safety Coordinator District Safety Coordinator District Emergency Operations Coordinator PE Specialist Health Lead Teacher Campus Administration	S-Reviews of Campus Safety Action Plan And Emergency Operating Procedures (EOP)				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) Educate students and parents on the district sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009 POPULATION: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020</p>	2.4	Counseling Dept. & Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration Child Protective Service	F-Counselor Classroom Presentations F- Classroom Presentation Agendas F- Classroom Presentation Sign-In Sheets F- Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form				
<p>10) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009. POPULATION: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020</p>	2.6	Counseling Dept. & Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration Child Protective Services	F-Counselor Classroom Presentations F-Classroom Presentation Agendas F-Classroom Presentation Sign-In Sheets F-Parental Involvement Agendas and Sign-In Sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>11) Critical Success Factors CSF 5 The District will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.</p> <p>POPULATION: PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020</p>	2.6	<p>Counseling Dept. &amp; Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration</p>	<p>F-Counselor/Teacher verification of class presentation(s) F-Agendas F-Sign-in Sheets F-Presentation and Student Documentation S-Student</p>				
<p>12) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses improve overall health in order to improve student attendance/ performance.</p> <p>Campus Nurse TI-A : 40% salary \$ 26385.</p> <p>LOC: 60% salary \$30,938.</p> <p>POPULATION: School Nurse servicing all PK3-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2019- May 2020</p>	2.6	<p>-Health Services Administrator -Special Programs Administrator -Federal Programs Administrator</p>	<p>F- Time and Effort Logs Referrals  S- EOY Attendance Rates</p>				
		<p><b>Funding Sources:</b> 211 Title I-A - 0.00, 199 Local funds - 0.00</p>					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>13) A food pantry and clothes closet will be implemented at every campus to provide identified at risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>POPULATION: At-Risk Students PK3-5 grade students TI MI LEP SE AR DYS</p> <p>TIMELINE: AUG. 2019-MAY 2020</p>	2.6	Campus Administration Administrator for the homeless Youth project Administrator for Compensatory Education	<p>FORMATIVE: ERO Session Evaluation Report Student Progress Reports</p> <p>SUMMATIVE: STAAR, Attendance Rate, Retention Rate</p>				
<p>14) 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.</p> <p>POPULATION: At-Risk Students PK3-5 grade students TI MI LEP SE AR DYS</p> <p>TIMELINE: AUG. 2019-MAY 2020</p>	2.6	Campus Administration Administrator for the Homeless Youth Project	<p>FORMATIVE: Student Progress Reports</p> <p>SUMMATIVE: STAAR, Attendance Rate, and the Retention Rate</p>				
							

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2019-2020 school year and to increase the "Masters" in all content areas.

Review of CIP and CNA - May 23, 2019

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Our campus SBDM committee assisted in the revision and updating of the 2019-2020 Campus Improvement Plan. The are as follows: Conchita Rodenbaugh PreK-teacher, Lydia Gracia - 1st grade teacher, Beatriz Villanueva - 2nd grade teacher, Gabriela Castañeda - 3rd grade teacher, Melinda Guerrero - 4th grade teacher, Susanna Cardenas - 5th grade teacher, Martha Lopez - Parent Liaison, Teresa Guillen - P.E. teacher, Blanca Cardenas - Lifeskills teacher, Sofia Uvalle - Parent, Silvia Maravilla - Parent, Billy J. Cobos - Principal, Ninfa R. Zavala - Dean

### 2.2: Regular monitoring and revision

Teachers will be included in decisions regarding the use and selection of academic assessments (CIP 1.7, 1.5) to measure student performance to monitor and revise strategies and instruction. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, TPRI, Tejas Lee, CPALLS, District checkpoints to implement new instructional strategies, modify existing strategies and/or discontinue

existing strategies to better address student needs as determined by use of these instruments.

Review of CIP and CNA - May 23, 2019

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

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program (**CIP 7.1, 7.12**). Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center, and Community members. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will also encourage Healthy habits and nutrition classes to enhance the C.A.T.C.H. program. Gonzalez will encourage parental participation by inviting parents to help out with campus projects such as assisting teachers with bulletin boards, decorating the stage for different events, making copies, etc. By providing appropriate training, the achievement gaps can be reduced thus making them more effective in the art of parenting and providing a life-long desire for learning for their children. The parent liaison will help organize and coordinate classroom support through teacher collaboration.

The campus CIP is posted on the campus website and a hard copy is available in the Dean's office. Goal 7 is in English and Spanish.

## **2.4: Opportunities for all children to meet State standards**

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs (CIP 3.1). Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds (CIP 3.9, 1.1, 1.2, 1.3). Title I Funds along with State Bilingual and State Special Education funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Migrant students are provided equal opportunities to attend extended day and extended week tutorials. (**CIP 3.1**)

Bilingual Funds are used to provide supplemental resources to help ensure that children who are English Language Learner will attain English language proficiency and develop high levels of academic attainment. Extended day tutorials are offered to service our ELL population of struggling learners. Intense vocabulary development, software and technology assistance, as well as ESL strategies are the focus of this program. The teachers implement use of Academic Vocabulary, SIOP strategies, word walls, ELPS in the classroom and instructional technology to increase vocabulary development (**CIP 1.5, 1.2, 3.1**).

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. The school will target academic achievement and review needs for students identified “At-Risk” using a three tier at risk program. The State Compensatory Education Program will allow the campus to better serve our At Risk students through extended day/ extended week tutorials, instructional supplies, and enrichment programs. The goal is to have all students master the TEKS and pass the STAAR assessment, therefore teachers will be allotted funds to supplement their classrooms. Through the use of RTI interventions and Review 360 the students will be provided with additional assistance both academically and behavior wise (CIP 3.1,3.10).

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and a Guide to the Admission, Review and Dismissal Process. The Gonzalez Elementary Special Education teachers will have the support of using district SRA Materials and other supplements for their Reading Resource classes. In addition, the campus will continue to implement the Life Skills Units available to the students in need.

## **2.5: Increased learning time and well-rounded education**

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance (CIP 1.5, 3.1). All teachers will closely monitor all students’ performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and extended day enrichment courses based on his/her individual needs. Saturday tutorials will be offered for additional enrichment and remediation for the struggling learners.

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

The staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/summer school/extended day enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans (CIP 1.1, 1.2, 3.1).

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The school 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. The School-Parent-Student Compact that indicate the responsibilities of each group to ensure student success will be sent out to the parents/students.

Individual assisting in the revision of the 2019 - 2020 School-Parent-Student Compact - Parents: Mrs. Lincoln, Mrs. Maravilla, Mrs. Uvalle; Parent Liaison: Mrs. Lopez; Dean: Mrs. Zavala; SBDM Members

The School-Parent-Student Compact in English and Spanish will be shared with the parents during "Meet the Teacher Night" and "Parent Meeting".

### **3.2: Offer flexible number of parent involvement meetings**

Our campus will host a Parent Orientation Day to inform parents and the community members of daily standard operation procedures and District Policy. The Student Code of Conduct, Parent-Student-School Compact, Parental Involvement Policy, Emergency Operation Procedures, Volunteer Guidelines and Opportunities, Campus Report Card, State and District Assessment and Guidelines will be communicated. Parent training sessions will be provided at the campus by our parent-liaison and the district staff, and various community members. These campus meetings will be scheduled at different times of the day to accommodate working parents.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Library	Library Aide	Title IA Programs Aide	.40
Nurse	Campus Nurse	Title 1A Programs Aide	.40
Paraprofessional	Computer Lab	Title IA Programs Aide	1
Parent Liaison	Paraprofessional	Title IA Programs Aide	1
Pre-K3	Paraprofessional	Title IA Programs Aide	2
Pre-K4	Paraprofessional	Title IA Programs Aide	4



# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Esmeralda Villalobos	5th grade
Classroom Teacher	Marigel Doria	Pre-K teacher
Classroom Teacher	Lydia Gracia	1st grade
Classroom Teacher	Eva Ortiz	2nd grade
Classroom Teacher	Olga Melendez	3rd grade
Classroom Teacher	Melinda Guerrero	4th grade
Classroom Teacher	Jessica Brama	Kinder teacher
Classroom Teacher	Maricela Orozco	Special Ed Teacher
Classroom Teacher	Teresa Guillen	Special Programs
Classroom Teacher	Rachell Sandell	Counselor
Community Representative	Leo Garza	Chief Executive Officer
District-level Professional	Sandra Garcia	Language Arts Specialist
Non-classroom Professional	Ninfa Zavala	Dean
Administrator	Billy Cobos	Principal
Parent	Ana Lincoln	Stay at home Mom
Parent	Antonia Gonzalez	Stay at home Mom
Business Representative	Hector Almanza	Walmart Store Manager
Business Representative	Victor Bravo	Assistant Store Manager Walmart
Paraprofessional	Martha Lopez	Parent Liaison
Community Representative	Edgar Lopez	Sole Proprietor - The One Studio Gym

# District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Resources	199-11-6399-00-130-y-99-00-y	\$6,800.00
1	1	2	Custodial Supplies	199-51-6315-00-130-y-99-000-y	\$16,692.00
1	1	3	Funds for paper	199-11-639-00-130-y-25-000-y	\$1,000.00
1	1	4	General supplies	199-31-6399-00-130-Y-99-000-Y	\$8,000.00
1	1	4	Pre-K3 and Pre-K4 Printer Toners for copies of CPALLS reports and activities	199-13-6399-65-130-Y-99-4yr-y	\$2,000.00
1	1	4	CPALLS Reorts for Pre-K3 and PreK-4	199-13-6396-00-130-Y-99-4yr-y	\$0.00
1	1	4	Instructional Resoucres	199-11-6494-00-130-u-11-000-y	\$5,000.00
1	2	1	Instructional Materials to improve reading, writing, science, and math skills	199-13-6399-00-130-Y-99-4yr-Y	\$0.00
1	4	2	UIL Materials Cost-LOC \$200. Local funds		\$0.00
6	1	1	food and refreshments	199-61-6499-53-130-y-99-000-Y	\$0.00
9	1	4	small trophies, ribbons, certificates, and plaques	199-11-6498-00-130-Y-11-000-Y	\$4,000.00
9	3	12	Campus Nurse FTE		\$0.00
<b>Sub-Total</b>					\$43,492.00
<b>Budgeted Fund Source Amount</b>					\$43,492.00
<b>+/- Difference</b>					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional resources-STAAR coach, mentoring minds	162-11-6399-00-130-Y-30-000-Y	\$8,805.00
1	1	3	Funds for paper	162-11-6396-00-130-y-30-000-y	\$1,000.00
1	1	5	software for computer educational programs -	162-11-6649-62-130-Y-30-000-Y	\$0.00

162 State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
7	1	9	1 FTE Dean of Instruction	162-13-6119-31-130-Y-30-000-Y	\$0.00	
8	1	6	Instructional Desktop Computers	162-11-6649-62-130-Y30-TEC-Y	\$5,000.00	
8	1	6	Software for new desktops	162-11-6395-62-130-Y30-TEC-Y	\$0.00	
8	1	6	Supplies and Materials - LCL-DEFI 2nd grade	162-11-6398-62-130-Y-30-TEC-Y	\$0.00	
8	1	6		162-11-6395-62-130-Y-30-TEC-Y	\$0.00	
9	1	5	4 FTEs PK	162-11-6119-00-130-Y-34-PKK-Y	\$0.00	
9	2	2	Extra Duty Pay (SSI)	162-11-6118-00-130-Y-30-SSI-Y	\$7,364.00	
9	2	2	Extra Duty Pay	162-11-6118-130-Y30-000-Y	\$19,477.00	
9	2	2	Extra Duty Pay Extended	162-11-6118-130-y-30-asp-y	\$48,300.00	
<b>Sub-Total</b>					\$89,946.00	
<b>Budgeted Fund Source Amount</b>					\$89,946.00	
<b>+/- Difference</b>					\$0	
163 State Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	3	Funds for paper	163-11-6396-00-130-y-25-000-y	\$0.00	
1	1	4	Instructional teacher resources	163-11-6399-00-130-y-25-000-y	\$5,000.00	
7	1	1	Bilingual Funds for Sub		\$4,800.00	
<b>Sub-Total</b>					\$9,800.00	
<b>Budgeted Fund Source Amount</b>					\$9,800.00	
<b>+/- Difference</b>					\$0	
166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	3	Instructional Resources	166-11-6399-00-130-y-23-094-y	\$3,560.00	
<b>Sub-Total</b>					\$3,560.00	
<b>Budgeted Fund Source Amount</b>					\$3,560.00	

166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$0
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Instructional Resources	211-11-6399-00-130-Y-30-of2-Y	\$57,367.00	
1	1	3	Funds for paper	211-11-6396-00-130-y-30-OF2-Y	\$0.00	
1	1	4	(211 Funds) for Ink & instructional teacher resources	211-11-6399-00-130-Y-of2-Y	\$0.00	
1	1	6	Conferences	211-13-66411-23-130-y-30-ayp-y	\$5,000.00	
1	1	6	Conferences for Administration	211-13-6411-23-130-y-30-AYP-y	\$3,000.00	
1	3	2	supplemental pay for teachers	212-11-6118-00-130-Y-24-0F2-Y	\$0.00	
6	1	1	Supplies	211-61-6399-00-130-y-30-0f2-y	\$0.00	
6	1	12	Mileage from 211 funds	211-61-6411-00-130-Y-30-of2-Y	\$0.00	
7	1	4	registration, travel fee for RGVSA 3 teachers	211-61-6411-00-130-Y-30-of2-Y	\$0.00	
7	1	7	Professional Development for Empowering Writers	211-13-6411-23-130-y-30-of2-y	\$0.00	
7	1	7	Substitutes	211-13-6112-00-13-y-30-AYP	\$0.00	
7	1	8	FTE's for insructional assistants	211-11-6129-00-130-Y-30-0F2-Y	\$0.00	
8	1	6	capital outlay: projectors, document cameras, laptops, desktop	211-11-6649-62-130-Y-30-of2-Y	\$0.00	
8	1	6	projector bulbs	211-11-6399-00-130-Y-30-of2-y	\$0.00	
8	1	6	Capital Outlay	211-11-6399-00-130-y-30-0f2-y	\$10,602.00	
8	1	6	Capital Outlay Administration	211-23-6399-00-130-y-30-0f2-y	\$2,000.00	
8	1	12	computer lab aide	211-11-6129-06-130-Y-30-0F2-Y	\$0.00	
9	1	4	small trophies,ribbons,certificates, and plaques	211-11-6498-00-130-Y-30-0F2-Y	\$5,000.00	
9	2	1	supplies, clothing, and hygiene products	212-11-6399-00-130-Y-24-0F2-Y	\$0.00	
9	2	1	general supplies	212-11-6399-00-130-Y-24-0F2-Y	\$0.00	
9	2	2	Extra Duty Pay	211-11-6118-00-130-y-24-asp-y	\$43,081.00	
9	2	2	Extended Day Para Overtime	211-11-6121-00-130-y-24-asp-y	\$26,759.00	

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	7	Conference Expenses	211-13-6411-23-130-Y-30-AYP-Y	\$0.00
9	3	12	Campus Nurse FRT (40% salary TI-A-& 60% LOC)	211-33-6119-00-130-Y-300f2	\$0.00
<b>Sub-Total</b>					\$152,809.00
<b>Budgeted Fund Source Amount</b>					\$152,809.00
<b>+/- Difference</b>					\$0
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Funds for G.T. destination imagination	199-11-6399-00-130-y-21-000-Y	\$1,472.00
<b>Sub-Total</b>					\$1,472.00
<b>Budgeted Fund Source Amount</b>					\$1,472.00
<b>+/- Difference</b>					\$0
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	4	incentives, awards	212-11-6399-00-130-y-24-0f2-y	\$350.00
<b>Sub-Total</b>					\$350.00
<b>Budgeted Fund Source Amount</b>					\$350.00
<b>+/- Difference</b>					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Materials	263-11-6399-00-130-Y-25-000-Y	\$9,016.00
<b>Sub-Total</b>					\$9,016.00
<b>Budgeted Fund Source Amount</b>					\$9,016.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$310,445.00