

Brownsville Independent School District

Putegnat Elementary

2019-2020 Campus Improvement Plan



Mission Statement

Mission Statement

Annie S. Putegnat Elementary will continue its legacy, to produce well rounded students, who will pursue higher learning and become productive citizens in a rapidly changing world, by utilizing all resources to achieve their maximum potential.

Vision

Vision Statement

Our vision at A.S. Putegnat Elementary is to provide a challenging curriculum that is focused on inquiry-based, hands-on learning and learner centered which will assist our students in: Becoming proficient in language arts, math, science, social studies and technology. In addition, our staff and parents will promote a learning environment of unity and mutual respect, where students take responsibility for their own educational success.

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Comprehensive Needs Assessment

Needs Assessment Overview

Putegnat Elementary School is located in Brownsville, Texas. Putegnat Elementary School is one of 37 elementary schools in Brownsville ISD. The campus was originally constructed in 1889 and was condemned and remodeled several times and then renamed A. S. Putegnat Elementary in 1947.

The student population at Putegnat Elementary School is approximately 458 and serves students in grades Early Childhood 3-year Old through 5th Grade. According to the TEA 2016-17 School Report Card, 98.7% of the student population is Hispanic and 96.1% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 66.7% are classified as English Language Learners, and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, subsidized housing and medical assistance.

The students of Putegnat Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and technology, music, physical education, library, dyslexia, special education, and counseling. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, dyslexia, bilingual education, music, technology and special education. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessment of Academic Readiness (STAAR).

The current staff at Putegnat Elementary School is comprised of 27 teachers, 3 campus administrators, 1 counselor, 4 professional support personnel, 8 non-classroom staff, and 9 educational aides. The ethnicity of the Putegnat Elementary School is diverse with 96.5% Hispanic, 3.5% Caucasian, and 0% African American. The teaching staff is also 10.2% male and 89.8% female.

The results for the 2017-18 STAAR Administration were:

	Reading	Math	Writing	Science
3rd	90%	91%		
4th	90%	95%	93%	
5th	87%	100%		80%

Demographics

Demographics Summary

Demographics:

The student population at Putegnat Elementary School is approximately four- hundred and ninety students and serves students in EE through fifth grade which includes: Hispanic(560) White (14), Economically Disadvantaged (490), English Language Learners (353), At-Risk (409), Migrant (4), Gifted and Talented (16), and Special Education (42). Enrollment numbers have shown a steady increase over the past two years. The student population at Putegnat Elementary School has shown a growth in the mobility rate. A total of three-hundred and seventy-three students are identified as At-Risk with the highest number being identified under State Compensatory Program. Additionally, the retention rate is twenty percent of the school population. The Attendance Rates for the 2017-2018 school year is 98% for all students and 98% for At-Risk students. The Retention Rate for all students is 97.8% for all students, as well as At-Risk students. This demographic population has shown a steady increase of At-Risk students STAAR Advanced Level Assessment percentages including SP. ED., LEP, GT, 504, and Economically Disadvantaged students. SSI tutorials, third to fifth grade tutorials will BE implemented and educational software will be utilized to enhance the overall performance of STAAR Advanced Level Assessments. Campus Teachers will be utilized as Substitutes for After-School Tutorials. Strengths: Strong Administrative and Teacher -support, and availability State Compensatory Funds for At-Risk Students. STAAR Results for A.S.P: 3rd to 5th Grade All Students 95%, Sp. Ed. 40%, ELL(s) 93%, At-Risk 90%, GT 100%, Migrant 80%, and Economically Disadvantaged 91%.

Demographics Strengths

Strengths: Strong Administrative and Teacher -support, and availability State Compensatory Funds for At-Risk Students. Enrollment numbers have shown a steady increase over the past two years. The student population at Putegnat Elementary School has shown a growth in the mobility rate. Highly qualified Teachers are prevalent to assist with Putegnat Diverse Demographic Population.

Demographics Challenges (Needs):

Needs:

1. GT and 504 students are underrepresented; therefore, there is a need to test students for qualification purposes.
2. There is a high percentage of At-Risk students due to second language acquisition in need of raising student academic/achievement scores.
3. There is a need to exit additional students, increase At-Risk students STAAR advanced level assessment percentages including SP. ED., LEP, and Economically Disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: GT and 504 students are underrepresented; therefore, there is a need to test students for qualification purposes, high percentage of at-risk students due to second language acquisition. There is a need to exit additional students, increase At-Risk students STAAR advanced level assessment percentages including SP. ED., ELL, and Economically Disadvantaged students. **Root Cause:** Low GT nominations; High ELL/S.E. testers

Student Academic Achievement

Student Academic Achievement Summary

Student Achievement:

The Student Achievement Profile for Third to Fifth Grade All Students Summary is as follows: Third grade Math (88%/93%AR), Reading (80%/80% AR), Fourth Grade Math (90%/86%AR) Reading (93%/90% AR) Writing (84%/70% AR), Fifth Grade Math (92%/92%) Reading (86%/84% AR), Science (92%/92% AR). The trends identified when student performance scores were compared demonstrate that there was some gains in the academic areas in third grade Reading and Math. Performance variation between groups are as follows: 2017-2018 STAAR Achievement Scores are: Third Grade Math/Reading (AR 93%, 80%) Econ. Disadvantaged (88%/80%,) Hispanic (88%/80%), GT (100%,100%), LEP (89%/ 74%) Migrant 100%/100%) and Special Education (72/27%). Fourth Grade Math, Reading and Writing STAAR Scores: AR (86%/90%/74%), Econ. Disadvantaged (90%/93%/84%), LEP (83%,88%,78%), Hispanic (90%/92%/83%), GT (100%/100%/100%), Migrant (100%/75%/25%), and Special Education (50%/70%/56%). Fifth Grade Math, Reading and Science STAAR Scores: AR (92%/84%/92%), Econ. Disadvantaged (92%/85%/91%), LEP (94%,83%,95%)Hispanic (91%,86%,92%), GT (100%/100%/100%), Migrant (100%/100%/100%), and Special Education (40%/20%/60%). Student achievement and advanced level performance is increased for all students by providing tutorials in academic areas. Student incentives will be provided to increase achievement and attendance scores. Transitional orientation meetings are conducted in a yearly basis.

Student Academic Achievement Strengths

Strengths: STAAR, TELPAS Scores, Tejas Lee / TPRI results are disaggregated by subgroups, grade levels and content. Data from previous STAAR Assessments, Six Weeks Tests, and Benchmark information are consistently reviewed to increase student overall academic success. Putegnat Students have consistently met standard in the State Achievement Assessments.

Student Academic Achievement Challenges (Needs)

1. Extended Day, Accelerated Learning (State Comp./Federal funds) will be held to increase academic and student achievement scores.
2. Maintain reading (fluency/comprehension), math (fluency/comprehension), science, writing student assessment achievement by analyzing data such as TPRI/Tejas Lee/CPALLS/Supera/Terra Nova/STAAR/PBMAS/ and District Checkpoints.
3. S. E. students are in need of increasing passing scores, a need to continue to implement a 3 year old program, and increase number of bilingual students who exit within 3 years.
4. All students special populations will receive supplemental support instructional materials to ensure successful grade level completion, and provide general supplies to ensure student success in the classroom academic content areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: S. E. students are in need of increasing passing scores, a need to continue to implement a 3 year old program, increase number of bilingual students who exit within 3 years. Migrant students will receive supplemental support services to ensure successful grade level completion, to ensure migrant student success in the classroom academic content areas. **Root Cause:** SPED Students are not at grade level and in need of more extended day tutorials.

School Processes & Programs

School Processes & Programs Summary

ASP has conducted surveys over the past few years to strengthen the communication and collaboration between and among related departments and programs. Beginning with the 2016-2017 school year, The teachers were given more independence to continue doing "what works" while targeting lower performing skills/TEKS for more focused support.

In the Curriculum aspect, each respective content area was developed, implemented, and monitored through district frameworks are followed and reflect research-based strategies and best practices. All core content areas conducted grade-level, department, chairperson meetings, content clinics, and the Fall Literacy Conference that focused on raising the district performance on all state assessments. Furthermore, Administration, Curriculum and Instruction conducted campus monitoring through meeting with administrators, planning with teachers, classroom observations with feedback, and through district assessments to assist in improving instruction

English Language Arts

The campus compiled the following: for ELA that included the guidelines for the implementation of the ELA Plan created in the summer of 2016. It laid out the key strategies, activities, and monitoring actions that needed to take place at each level and identified key personnel for following up on the implementation. The plan was widely distributed and was supported by fall and spring Literacy Conferences featuring researchers and practitioners. Reading initiatives included the "Shut up and Read" conference and the A-Z implementation training.

Fiction and non-fiction literature was expected to be used as the basis for not only reading but writing throughout the district at all appropriate grade levels. In the area of writing, the major activities for 2017-2018 were the expansion of the "Dr. Kay" strategies for all teachers of core content areas at elementary and secondary levels. The PEG Writing online software was implemented district-wide and at ASP. Various software resources will be utilized to supplement instruction: Achieve 3000, TTM, etc.

Mathematics

The main activities for math teachers were focused in networking learning communities with representation from the campus and supports based on specific needs identified by campus leadership and networking of content area teachers.

Science

Teachers in this content area were also given the opportunity to participate in literacy strategy trainings in maintenance meetings provided by the District and with designated science days for each six weeks. The purpose of these science days was to implement literacy strategies during laboratory activities in the classroom throughout each grade level PK - 5th.

Social Studies

Social Studies professional development sessions continued to focus on interdisciplinary planning and instruction to sustain and strengthen social studies at the elementary level. At the secondary level, trainings continued to support the integration of primary sources, sheltered instruction, and additional intervention strategies.

Technology

The Technology Services Department provides support to the Campus for computing, networking, web services, and enterprise Technology systems. Our responsibilities include the following areas: Instructional Technology, Technology Training, Network, Voice/Data/Internet Systems, and more. The technology department team is responsible for the management of the infrastructure throughout our Campus along with a TST.

School Processes & Programs Strengths

In 2017-2018, a major factor contributing to our strengths continued to be professional development opportunities across core areas that included special program teachers—especially Special Education and Career and Technical Education. Walkthroughs and observations showed the implementation of the strategies acquired during the staff developments.

Frequent visitation to campuses and classrooms ensured constant monitoring of classroom instruction based on the diverse needs of the Campus. The classroom activities involved modeling, coaching, and providing instructional support to both administration as well as teachers along with Peer classroom observations. Collaboration of district and campus staff in analyzing of assessment data was critical to improve student outcomes and address required System Safeguard improvement.

Significant gains have been made in the Campus achievement scores throughout these academic school years. However, there remains a gap between the academic achievement of all students to that of the At-Risk students in the District. The increases are due to the concerted collaborative effort between district-level personnel and campus staff. The Campus has focuses increasing scores for all special populations by using prescriptive methods of intervention to assist students in passing state mandated tests and courses.

Research shows that high student attendance rates and campuses reaching their annual performance objectives will increase all students' educational potential. Determination of the final 2017-2018 attendance rate is pending but is expected to be about 96.6%.

School Processes & Programs Challenges (Needs)

The Spring 2018 Campus Needs Assessment Survey compiled for the entire district indicated that over 70% of teachers believe they need more professional development. Teachers specifically indicated they need more professional development for technology integration, meeting the needs of Special Education students, dealing with the social and emotional (and disciplinary) needs of students, and differentiation of instruction for all students.

District and campus resources from supplemental programs continue to be needed to improve the level of intervention/accelerated opportunities—especially

be supporting extra-duty pay and resources to increase quality learning time that includes the very popular with parents Extended Day Enrichment Program that averages 4,000 students per day from 3:30 to 5:30 pm.

1. RTI 3-Tiered model (academic and behavior) will be monitored to ensure implementation of tiered interventions. RTI behavior model will include onsite Counseling Sessions with School Counselor.
2. Parental activities in an effort to increase family engagement and student academic success will be maintained. (Title I-A)
3. Student attendance percentage will increase to supercede District averages. Ribbons will be provided for perfect attendance and to A/AB Honor Roll recipients as rewards.
4. Increase extended-day opportunities for students through various academic, fine arts, and physical education opportunities.
5. Technology needs include increasing the available infrastructure to support on-line testing and student access including purchasing of technological resources, increase professional development in technology integration into instruction (over 40% of teachers indicated the need for technology training on the Spring 2018 staff survey), increased Campus Technology Support staff and improved campus hardware and software.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to include Technology resources and an accessible TST for keyboarding, provide technological support to Teachers, etc. **Root Cause:** A full-time TST/Computer Teacher for student academic technological, virtual era.

Perceptions

Perceptions Summary

Overall, ASP has maintained its enrollment with a loss of about twenty students and continues to be considered as the “Best Choice” by many parents and guardians, the continued decreases in enrollment has been interpreted by the BISD Board of Trustees as indicating a need to do more to market the district and highlight the significant recognitions garnered by students, campuses and programs.

Data sources included in this summary are the Campus compilations of Parent, Staff, and Student Campus Needs Assessment Surveys for 2014-2015 through 2017-2018. BISD’s Parent Surveys for 2017-2018 had approximately one hundred respondents with 40% responding in English and 60% responding in Spanish (same as prior year).

Perceptions Strengths

ASP Parent Survey indicators showed that parents were overall satisfied (over 95% combining "strongly agree" and "agree" with the regular and special program instruction provided. Over 98% of parents agree that ASP teachers expect their children to do their very best and only 1% "strongly agree" (98% agree) that the quality of instruction at their child's school is good. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish respondents were overall in agreement (around 96%). About 1% (97% agreed) of all parents strongly agreed that they feel welcomed at their child's school.

Parental Involvement Department has identified the following as areas of strength:

- Increased District parent participation at all levels
- Combined strongly agree and agree statements are in the 95% range for parental support of schools and activities.
- Over 1,800 informational parent meetings/trainings were conducted at the Campus and District level

Student survey data showed over 93% of the ASP students who responded agree that they "feel safe at this school." However, in response to, "I can use a computer to complete my work.", 25% responded No. Overall satisfaction on related indicators for AS[students was about 90%.

Perceptions Challenges (Needs):

1. Based on the 2018 Parent Survey results, the district and campuses continue to need to provide more information to parents about the Special Education, Bilingual and Migrant programs.
2. An area that needs to be addressed is the perception among students at ASP that there is a problem with bullies (63% agree) although they feel safe and secure.
The beliefs of teachers about high academic expectations, 64%, "strongly agree" and "Teachers consistently hold high academic expectations for all

students."

4. Technology training from the Technology Department will be enacted to improve academic and student achievement in the classroom.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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





Goals

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

Performance Objective 1: Putegnat 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 Performance Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Provide Administrative and teacher instructional resources, materials, supplies and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>Elementary: Language Enrichment Learning A-Z Envision Pearson Math Coding Initiative programs</p> <p>Secondary: PEG Writing</p> <p>K-5: Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Dyslexia Lab Texas Gateways EduSmart Tango Software Population: All student groups Timeline: August 2019- June 2020 CNA SA 1-2, SPP 4</p>	2.4, 2.4	Teachers, Administration	<p>Formative Results: District Benchmark data (Fall and Spring), (walkthrough data), SOY, BOY and MOY district and state assessments, Evaluations, Benchmark Scores, Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, 3-12, Fluency checks noted in elementary report cards</p> <p>Summative Impact: STAAR and EOC scores, TPRI/TJL Data, TELPAS and TERRA NOVA/Supera</p>				
<p>Funding Sources: 211 Title I-A - 8546.00, 199 Local funds - 3000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 2: Putegnat early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) The Three Year Old Program will purchase materials and classroom furniture for classroom instruction, activities, and learning centers. This will improve and deliver a high quality instruction to all students and will prepare them for the PK curriculum. Population: EE - 5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 -June 2020 CNA SA 3</p>	2.4, 2.5, 2.6	Administration 3 Yr Old Program Teacher	Formative Evaluation: Lesson Plans Walk-through(s) Development Checklist Pre-Test/OWL/ CPALLS Summative Evaluation: Development Checklist Post-Test/OWL/ CPALLS				
<p>TEA Priorities Build a foundation of reading and math 2) TLI Sustainability Systems for Effective Teaching Practices will consist of BOY, MOY, EOY Data Analysis Meetings. The continuation of explicit instruction of routines/strategies: fluency, vocabulary development and curricular supports especially in Reading and Science. Teachers will continue to utilize academic vocabulary across content ares to support academic achievement. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019-June 2020 CNA SA 2</p>	2.5, 2.5, 2.6	Campus Administration Teachers TLI RTI Specialist	Formative Evaluation: CIRCLE/PM,TPRI/Tejas Lee,Classroom Observations for Implementation, Progress reports-Walkthroughs Summative Evaluation:TELPAS,STAAR, Supera/Terra Nova,SAT 10,PBMAS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) The Pre-K program will be provided the full day in order to better prepare qualified students academically. A highly qualified Teachers and Para-Professionals will implement PK full day program. HATCH renewal and license fees will be utilized for improving students phonemic and reading readiness skills. Playground equipment will be utilized to promote the well-rounded student in play and academic setting.</p> <p>Population: AR, LEP, TI</p> <p>Timeline: August 2019 - June 2020 CNA SA 3</p>	2.4	Campus Administration Administrator for State Compensatory Education	Formative Evaluation: C-PM, OWL (Beginning of Year, Middle of Year), Progress Reports Summative Evaluation: CPM(EOY)				
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Continue with a highly qualified teacher and Para-professional to implement the program for Three-Year-Old students in order to promote early literacy and improve foundation(al) language skill</p> <p>Population: AR, TI, LEP</p> <p>Timeline August 2019 - June 2020 CNA SA 2</p>	2.5	Principal Dean Administrator for Special Programs	Formative Evaluation: Walk-throughs, Classroom Observations, Summative Evaluation: End of the Year Evaluation				
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year Old Program (PK-3) so they can receive the same education as non-migrant students.</p> <p>PFS and Migrant Students PK -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - June 2020 CNA SA 4</p>	2.4	Campus Administrators Teachers	Formative: Parent Contact Log, Sign-in Sheets Summative: OWL, CPALLLSTELPAS,				

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





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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) Paraprofessional will provide tutoring, re-teaching, and assist with identifying ELL students who does not meet 70% mastery on benchmarks, CPM, TPRI/TEJAS LEE and STAAR Assessments. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SA 1</p>	2.6, 2.6	Campus Principal Para-professional(s) Campus Administration	Formative Evaluation: TPRI/Tejas Lee, Lesson Plans, Benchmark Tests Summative Evaluation TELPAS, Super/Terra Nova, SAT 10, STAAR Test Score				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>2) Migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete classroom and homework assignments; thus facilitating them the same opportunity to meeting academic challenges of all students. PFS students will receive supplemental services before other migrant students. Migrant students will receive grade appropriate supplies and clothing on an as needed basis in order to provide them with the necessary tools to complete classroom and homework assignments; thus facilitating them the same opportunity to meeting academic challenges of all students.</p> <p>Populations: EE -5th Grade, PFS/Migrant</p> <p>Timeline: August 2019 - June 2020 CNA SA 1, 4</p>	2.4	Campus Administrators Campus Clerk	Formative Evaluation: NGS Campus Reports Summative Evaluation: Completed PFS Monitoring Too				
<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 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of Putegnat students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, by 5% over 2017-2018 participation.





Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college 1) The students will participate in Career Day and view the various opportunities available in real life application. Population: EE -5th Grade, BIL, ESL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SPP 4</p>	2.5, 2.6	Counselor Teacher Campus Administration	Formative Evaluation: List of Community Members Student Summative Evaluation: Questionnaire				
<p>TEA Priorities Connect high school to career and college 2) On designated days students, faculty and staff will wear clothing with college name, mascot or emblem to promote college awareness. Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SPP 2</p>	2.4, 2.6	Campus Administration Faculty	Formative Evaluation: Teacher Observations Summative Evaluation: Increased College Attendance Awareness				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) GT students will participate in District led competitions such as Brainsville, DI, Spelling Bee, Science Fair.</p> <p>Kinder -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - June 2020 CNA SA 4</p>	2.4, 2.5	Administration Group Sponsors	Formative Evaluation: Increase percentages of GT students placing in District Components. Summative Evaluation: Competition Results				
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Increase the number of students nominated by Teachers for GT testing in first through fifth grades.</p> <p>Population: Kinder - 5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - June 2020 CNA SA 4</p>	2.4, 2.5	Administration Counselors Teachers	Formative Evaluation: GT nomination report from Guidance and Counseling Summative Evaluation: EOY GT Report				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>5) Academic concepts and terminology in core/content areas will be reinforced through the fine arts curriculum that incorporate multi-cultural activities.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - June 2020 CNA SPP 4</p>	2.4, 2.6	Music Teacher Classroom Teachers Campus Administration	Formative Evaluation: Student Presentations Lesson Plans Summative Evaluation: STAAR Scores				
<p>TEA Priorities Connect high school to career and college</p> <p>6) Students will be encouraged to participate in UIL, music, art, and ballroom dancing competitions.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - June 2020 CNA SA 4</p>	2.5	Music Teacher Classroom Teachers Campus Administration	Formative Evaluation: Student performances Videos, UIL Competition Rosters Summative Evaluation-UIL Competition Results Ballroom Competition Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>7) The Putegnat Elementary Honors Choir will showcase their musical talents through their public performances for the district/campus, parent meetings and community. Instructional materials will be provided to enhance the Fine Arts program.</p> <p>Population: 5th Grade, BIL, SE, GT, AR, DYS</p> <p>Timeline: August 2019 - June 2020</p> <p>CNA SA 4</p>	2.5	Music/Choir Teacher	Formative Evaluation: Lesson Plans Summative Evaluation-Choir Program				
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Students will participate in District led competitions such as Brainsville, DI, Spelling Bee, Science Fair, and Chess.</p> <p>Population: Kinder - 5th Grade BIL, SE, AR GT, DYS</p> <p>Timeline: August 2019 - 2020</p> <p>CNA SA 4</p>	2.5	Administration Group Sponsors	Formative Evaluation: Increase percentages of students placing in District components. Summative Evaluation: Competition Results				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


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

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

Evaluation Data Source(s) 1: New Energy Plan adopted by campus, 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
<p>TEA Priorities Connect high school to career and college 1) In order to promote energy savings and recycling awareness the Campus will implement various activities such as: designate recycling day, lessons on conserving energy and promote Campus Green Day.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS, Faculty, Staff Members, Parents and Community Timeline: January 2020 CNA SAA 1, PERC 2</p>	2.5	Administration Counselor Librarian Faculty and Staff	<p>Formative: Lesson Plans Student Projects Sign-in Sheets</p> <p>Summative: Student Presentations District Energy Savings Report</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 2) Campus will implement a systematic approach to renovate, upgrade and improve Campus facilities in order to prioritize safety and needs of the Campus such as a needs assessment survey/form for Staff Members. Population: Administration Faculty and Staff Timeline: August 2019 CNA SA 1, PERC 2	2.6	Administration Head Custodian District Maintenance Department	Formative: Administration and Custodial Campus Walkthroughs Reports Summative: Staff Needs Assessment Survey and Facilities List				
	Funding Sources: 199 Local funds - 3000.00						
							

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

Performance Objective 1: Putegnat Elementary 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: Campus Budget Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) Effective Teaching Practices: EE-5th teachers will implement research based and effective teaching practices, explicit instruction to develop students reading, fluency, math, writing, science, and social studies skills. General supplies including resource/CMC and carpets for reading will be utilized to implement these effective teaching practices. Substitutes will be utilized for planning, vertical alignment and sharing best practices. Edusmart Living With Science Science Fair Student Planners STAAR Workbooks Dictionaries Math Manipulatives Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SA 4</p>	2.4, 2.5, 2.6	Dyslexia Department Curriculum & Instruction Dept. Dyslexia Teacher Classroom Teachers	Formative Evaluation: TPRI/Tejas Lee, Benchmark Testing, Fluency Monitoring, Teacher Observations, Progress reports-e-Schools Summative Evaluation: TELPAS, Supera/Terra Nova, SAT 10, STAAR				
<p>Funding Sources: 199 Local funds - 1800.00, 211 Title I-A - 37500.00, 166 State Special Ed. - 2000.00</p>							

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

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

Performance Objective 2: Putegnat Elementary 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
<p>TEA Priorities Build a foundation of reading and math 1)) Effective Teaching Practices: EE-5th teachers will implement research based and effective teaching practices to develop students reading, math, writing, science, and social studies skills. Stipends will be paid as a strategy to attract high quality teachers to high need schools. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SAA 1,2 SPP 3</p>	2.5	Dyslexia Department Curriculum & Instruction Dyslexia Teacher Classroom Teachers Administration Campus Hiring Committee	Formative Evaluation: TPRI/Tejas Lee, Benchmark Testing, Reading,Fluency Monitoring,Teacher Observations, Progress reports,e-Schools Summative Evaluation: TELPAS, Supera/Terra Nova,SAT 10				
<p>TEA Priorities Build a foundation of reading and math 2) Campus will utilize 100% of available budgeted funds based on the Campus Needs Assessment. Population: Administration Faculty and Staff Timeline: August 2019 - June 2020 CNA D 2,3 SAA 2,4</p>	2.5	Administration	Formative: PO(s) CIP Budget Accounts Summative: Budget Reports				





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

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) Campus will recognize Faculty and Staff Members by highlighting activities for Teacher Appreciation Week, Christmas/Thanksgiving extended lunch and Christmas Gifts. Snacks are provided for each Grade Level and Faculty Meetings.</p> <p>Population: Faculty and Staff Timeline: August 2019 - June 2020 CNA SPP 3, PERC 2</p>	2.5	Administration	Formative: School Calendar of Events, Luncheon Schedule Summative: CIP CNA				
<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 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: A.S.P. program areas 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: Campus/District Website, Media Reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) The Campus will promote the history and origin along with Campus current accomplishments through website and media. Campus will utilize monitor to scroll yearly events.</p> <p>Population: EE-5th, SE, AR, GT, BIL, DYS Administration Faculty/Staff Parent/Community Timeline: August 2019 - June 2020 CNA PERC 1, 2, 3</p>	3.1	Administration TST	<p>Formative: Website, BISD Website, Campus TV Monitor, City Newspaper Summative: Total Number of Views on Website City Newspaper Archived BISD Media Releases</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Campus will designate PIO contact to submit articles, current student/parent/staff/community recognition/co/extra-curricular activities and events.</p> <p>Population: EE-5th, SE, AR, GT, BIL, DYS, Faculty and Staff Administration Parents and Community Timeline: August 2019 - June 2020 CNA PERC 1, 3</p>	3.1	Administration PIO TST	Formative: Campus Website, City Newspaper, BIRD Website Summative: Archived Media Releases, Media				
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Campus will update website on a monthly basis which includes showcasing Students, Staff, Parent and Community.</p> <p>Population: EE-5th, SE, AR, GT, BIL, DYS Faculty and Staff Administration Parents and Community Timeline: August 2019 - June 2020 CNA SPP 2, 3, 4</p>	3.1	Administration TST	Formative: Campus Website Summative: Numbers of Website Views				
<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: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) The Campus actively participated in DOI (District of Innovation) voting. Campus voted on various early school calendar inception.</p> <p>January 2020 - August 2020 Faculty and Staff Members CNA SPP 4, 5</p>	2.4	Campus Faculty and Staff Administration	F: Calendars S: Calendar voting results				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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

Performance Objective 1: Discipline referrals including ISS/OSS on Review 360 will be implemented and reduced.

Evaluation Data Source(s) 1: Review 360 data for 2017-2018 and 2018-2019, PEIMS discipline report data, Review 360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services department related to discipline.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & 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>Parents Community Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SAA 4, SPP 1</p>	2.6	Parents Students Staff Community	Formative Evaluation: Signed SCC Acknowledgement Forms Summative Evaluation: SCC Receipts				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>2) Provide training for administrators and new teachers:</p> <p>(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;</p> <p>(b) assure students' rights and due process are afforded in order to have a safe and disciplined environment.</p> <p>Population: EE-5th Grade, BIL,SE, AR, GT, DYS</p> <p>Timeline: 2019-2020</p> <p>1st - 6th</p> <p>Six Week</p> <p>CNA SPP 1,PERC 2</p>	2.6	Principals Assistant Principals Counselors RTI Specialist	F-Teacher Observations Walkthroughs S- Review 360 Session				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>3) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed and provide conflict resolution skills through presentations to reduce officer referrals.</p> <p>Population: EE -5th Grade, BIL, ESL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - June 2020</p> <p>CNA SPP 1, PERC 2</p>	2.5	Principals Counselors	Formative Evaluation: Contact Logs Review 360 Summative Evaluation: Decreased Referrals				
<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 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy. Parents Population: EE -5th Grade, BIL, , SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SPP 2, PERC 2</p>	2.4, 2.6	Principals Assistant Principals	Formative Evaluation: Completed Referral Forms Summative Evaluation: Student Code of Conduct Receipts				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>2) Parent Presentations will be made periodically at campus in order to educate parents to recognize the signs of symptoms related to the following:</p> <p>Gang Awareness/Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety/Truancy EOP-Safety Procedures</p> <p>Population: EE -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019- June 2020 CNA SPP 1, PERC 2</p>	2.5, 2.6	Administrators Principals Assistant Principals BISD Police Security Services Safety	Formative Evaluation: Evaluations, Sign-In Sheets Summative Evaluation: EOP				
<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 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 3: Refine and implement all safety plans across A.S.P. to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 3: Updated safety plan checklist, published campus/district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) Provide professional development based on level of expertise and need in the following areas: Bullying Prevention Violence/conflict resolution Recent drug use trends Resiliency/Developmental Assets Signs of Child Abuse Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SPP1, 2 PERC 2</p>	2.5, 2.6	Assistant Principals Counselors, Professional Development, Behavioral Specialists RtI Specialist BISD PD	Formative Evaluation: Attendance Roster, Professional Development Evaluation, PEIMS Summative Evaluation: Discipline Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Campus will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Administrators, Campus Staff & Faculty, Guidance & Counseling, Administration, Students and Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SPP1, PERC 2</p>	2.6	Administrators Principals Assistant Principals, Faculty & Staff BISD Police & Security	Formative Evaluation: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative Evaluation: EOP				
<p>TEA Priorities Recruit, support, retain teachers and principals 3) Campus will have an identification security system. All faculty must obtain and display an identification card while on school grounds. Visitors must present identification at sign-In and escorted at all times. Administrators, Campus Staff & Faculty, Students, All BISD Personnel, Visitors Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SPP 1, PERC 2</p>	2.5, 2.6	Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security	Formative Evaluation: Audits, Evaluation Sheets Summative Evaluation: Sign-In Sheets				

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

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

Performance Objective 1: There will be a 10% increase of parents involved in Putegnat 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>TEA Priorities Build a foundation of reading and math 1) Student/Parent Home projects will be promoted to ensure parents are actively involved in students education. Parents will be invited to school activities: Concerts Perfect Attendance Presentations Honor Roll Presentations Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019- June 2020 CNA SPP 2</p>	3.1, 3.1	Teachers Parent Liaison Lead Teacher Administration	<p>Formative Evaluation: Student/Parent Displays Lesson Plans Portfolio Pictures STAAR Results EOY Survey Results Summative Evaluation: Increased Parent Involvement STAAR Results EOY Survey Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college</p> <p>2) Participate in staff and community partnerships. Campus will promote parental involvement, Open House, and volunteers to increase parental and community involvement.</p> <p>Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 Community Members CNA SAA 1, 2 SPP2,</p>	3.1	Campus Administration Parent Liaison	Formative Evaluation: Parent Sign-in Sheets Summative Evaluation: Increased Parental and Community Involvement				
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Conduct Parent Presentations throughout the school year in regards to parenting skills, health, and nutrition to promote healthy lifestyles (CATCH activities). These presentations will include dissemination of key components in the Campus CIP. General Supplies, Printer and Nutritional snacks will be needed during these campus presentations.</p> <p>Parents Parent Liaison Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019- June 2020 CNA SPP 2, PERC 1</p>	3.1	Campus Administration Parent Liaison Guest Speakers	Formative Evaluation: Parent Contact Log Summative Evaluation: End of Year Survey				
Funding Sources: 211 Title I-A - 320.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college 4) Campus Parent Liaison will assist community by offering meetings to discuss curriculum, health reports, AEIS report and assist parents by helping their children succeed in school. Parents Parent Liaison Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SPP 2, PERC 2</p>	2.5, 3.1	Campus Principal Assistant Principal Parent Liaison Teachers	Formative Evaluation: Parent Contact Log Home Visits Summative Evaluation: Increased Parental Involvement				
<p>TEA Priorities Build a foundation of reading and math 5) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. PFS and Migrant Students PK -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA D 2, 3 SAA 2, 3</p>	3.2	Campus Administrators Teachers	Formative: Parent Contact Log, Sign-in Sheets Summative: TELPAS, TPRI/TEJAS LEE, Terra Nova, Supera Results				
<p>TEA Priorities Build a foundation of reading and math 6) 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. Parents Liaison Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - December 2019 CNA SPP 1,2</p>	3.1	Parents Campus Principals Parent Liaisons	Formative Evaluation: District and Campus Parental Involvement Policy Summative Evaluation: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>7) School-Parent-Student Compacts will be disseminated indicating each groups responsibilities to ensure student achievement. General supplies will be utilized for overall School-Parent-Student involvement.</p> <p>Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - December 2020 CNA SPP 1, 2</p>	2.6, 3.1	Principals Parent Liaisons	Formative Evaluation:School-Parent-Student Compacts Summative Evaluation:Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist STAAR Results				
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Conduct an Annual Title I Meeting to inform parents of services and participation.</p> <p>Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA D 3, SPP 1, 2</p>	2.6, 3.1	Principals Parent Liaisons	Formative Evaluation: Parent Contact Log Minutes Summative Evaluation: Composite of End of Year survey Title I-A Parental Involvement Compliance/Checklist				
<p>TEA Priorities Build a foundation of reading and math</p> <p>9) Conduct an annual Title I Parent Survey to evaluate the effectiveness of Campus Parental Involvement efforts.</p> <p>Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - April 2020 CNA D 3, SPP 1, 2</p>	2.6, 3.1	Principals Parent Liaisons	Formative Evaluation:Survey Results Summative Evaluation:Composite of survey results Title I-A Parental Involvement Compliance Checklist				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>10) 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. Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA D 3, SPP 1, 2</p>	2.6, 3.1	Principals Parent Liaisons	Formative Evaluation: Parent Contact Log Minutes/Fliers PI Policy/Compact Parent List Summative Evaluation: Composite of meeting minutes STAAR Results				
<p>TEA Priorities Build a foundation of reading and math</p> <p>11) Host a Parent Orientation Day to distribute and 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 Home Access Center Parents Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA D 3, SPP 1, 2</p>	2.6, 3.1	Campus Administrators Parent Liaisons	Formative Evaluation: Parent Contact/Fliers Handouts Session Evaluations Summative Evaluation: Discipline Referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals 12) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Administration Teachers Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SPP 2, 3</p>	2.6, 3.1	Principals Parent Liaisons	Formative Evaluation: Parent Contact Log Session Evaluations Summative Evaluation: Increased parent participation Title I-A Parental Involvement Compliance Checklist				
<p>TEA Priorities Build a foundation of reading and math 13) Recognize parent volunteers and businesses for supporting a variety of district/campus activities in order to increase participation. Recognition of the Parent of the Month on School Marquee or bulletin board. Parents Community Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA D 3, SPP 1, 2</p>	2.6, 3.1	Principals Parent Liaisons	Formative Evaluation: Contact Log Sign-in Volunteer List Business listing Authority to Volunteer Clearance Form Summative Evaluation: End of Year Survey Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>14) Provide ample Parent Education opportunities through parent conferences and parent training session to disseminate information, services and/or referrals to agencies that address the needs in the following areas through the following:</p> <p>Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons Community agencies / organizations Adult Education/ESL Classes College Awareness Family Literacy Programs Parent Orientations</p> <p>A TV will be purchased and utilized for these Parent Presentations.</p> <p>Parents Community Parent Liaison Population: EE -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019- June 2020 CNA D 3, SPP 1, 2</p>	3.1	Parent Liaisons Administration	Formative Evaluation: Parent Conference Fliers Sign-In Sheets Conference Agendas/Evaluations Summative Evaluation: STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>15) 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 training.</p> <p>Parent Liaison Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019- June 2020 CNA SPP 2, PERC 1</p>	3.1	Principal Parent Liaison	Formative Evaluation: Monthly Contact Log Composite Report Summative Evaluation: Monthly Mileage Log Cash payments				
<p>TEA Priorities Connect high school to career and college</p> <p>16) Transition orientation meetings and travel and transportation will be conducted/provided for 5th grade students going to Middle School.</p> <p>Counselor Administration Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019- June 2020 CNA SPP 2, PERC 2</p>	3.1	Counselor Administration	Formative Evaluation: Permission Slips Summative Evaluation: Student Participation				
<p>Funding Sources: 199 Local funds - 6000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>17) Educate students and parents on the districts 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 BISSD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019- June 2020 CNA SPP 1, PERC 2</p>	3.1	Counseling Dept. Campus Counselors-SAFE Counselors Parental Involvement Campus Personnel Campus Administration	Formative Evaluation: Counselor Classroom Presentations Counselor Log Summative Evaluation: Verification of Information Distribution via Signed BISSD Parent/Student Handbook receipt form				
<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: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

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





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

Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>1)) Provide professional development that: Provides strategies to motivate students. Build teacher conceptual understanding of reading, writing, mathematics, science, academic and vocabulary development.</p> <p>Develops and maintains math prerequisite skills for students.</p> <p>Builds teacher understanding of second language learning and assessments Sheltered Instruction Training, LION, and Dr. K. Strategies.</p> <p>Provides training to PK-5 teachers, content mastery, inclusion teachers, and administrators on the specifications, format, item analysis and objectives of the TEKS. Promote vertical and horizontal planning. Provides researched-based strategies for improving students academic literacy in the content areas including PBMAS and TELPAS percentages. Mileage and/or travel expenses will be provided for out of District training sessions and/or conferences including Campus Leadership. General supplies and printing services will be utilized for Professional Development including Campus Leadership and at grade level meetings. Technological materials will be purchased to assist with Staff Development and Parental Training purposes. C & I Plan of ELA Plan of Action will be implemented.</p> <p>Population: EE-5th Grade,BIL, SE,AR, GT, DYS</p> <p>TimeLine: August 2019 - June 2020 CNA SA 2, PERC 3, 4</p>	2.4, 2.5	Principal Assistant Principal Facilitator Teachers LA/Math/ Science/Specialists	Formative Evaluation:CIRCLE/PM-TPRI/Tejas Lee-Classroom Observations for Implementation-Progress reports Sign-in Sheets-Walkthroughs Summative Evaluation: TELPAS- STAAR-Super/TErra Nova-SAT 10-PBMAS-STARR M Results-GT Testing Results				
<p>Funding Sources: 162 State Compensatory - 17000.00, 199 Local funds - 90.00, 211 Title I-A - 15000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college</p> <p>2) The Librarian and Teachers will assist in providing reading for enjoyment opportunities for all students through the use of the following: Accelerated Reader Open-ended comprehension questions for reading of choice Read Aloud Student Incentives Story Telling Reader Theater Library books and E-Books and class sets will be purchased to maintain high quality books that have earned the Caldecott and Newbery Distinctions. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline August 2019 - June 2020 CNA SA 2</p>	2.4, 2.5, 2.6	Librarian Teachers Principal Assistant Principal Facilitator	Formative Evaluation: Accelerated Reading Reports-TPRI and Tejas Lee- CIRCLE/PM Summative Evaluation: STAAR-Super/Terra Nova-SAT 10-TELPAS				
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Hold a vertical and horizontal alignment to facilitate students transition from grade to grade strategies that will facilitate students transition from grade to grade. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019- June 2020 CNA D 3, SAA 1, 2</p>		Classroom Teacher Administration	Formative Evaluation: Six Week Grades: Benchmark Testing Schedules & Results, C-PM-TRPI/TEJAS LEEGRADES/PROJECTS Summative Evaluation: STAAR,TELPAS, Super/Terra Nova,SAT 10,CPM				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>4) Provide training to campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019- June 2020</p> <p>CNA D 2, SAA 2, 4</p>	2.4	<p>Campus Administration Administrator for the Homeless Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative Evaluation: Sign-In Sheets, ERO Session Evaluation Report</p> <p>Summative Evaluation: STAAR, Attendance Rate</p>				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>5) The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk Students. BISD ELA Plan of Action will be implemented to support continuous improvement in instructional expectations, professional learning, and progress monitoring.</p> <p>Population: EE- 5th Grade, BIL, AR, TI, DYS</p> <p>Timeline: August 2019 - June 2020</p> <p>CNA D 1,2,3 SAA 1, 2, 3, 4</p>	2.4	<p>Principal Administrator for State Compensatory Education</p>	<p>Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Calsroom Observations, Student Progress Reports, Benchmark Scores, Sign-In Sheets</p> <p>Summative Evaluation: STAAR</p>				
<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 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: A.S.P will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

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





Summative Evaluation 1:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>1) Students will be provided with computer assisted instruction so that they will obtain skills and concepts needed for technology applications and supplemental instruction. Computers, software, projectors, hole puncher, printers, scanners, I-pads, furniture, and general supplies including I-Pad cover will be utilized to enhance instruction, thus improving academic and achievement scores.</p> <p>Accelerated Learning/Library Digital Databases TTM Achieve 3000 edHelper BrainPop Starfall Living With Science Stem Scopes Lone Star Learning Edusmart STAARsmart Population: EE -5th Grade, BIL, AR, TI, DYS Timeline: August 2019 - June 2020 CNA SPP 5, PERC 4</p>	2.5, 2.6	Classroom teachers Campus Administration District Computer Specialist Librarian Administrator for State Compensatory Education	Formative Evaluation: Lesson Plans, Classroom Observations, Student projects and presentations Flexible Schedule Summative Evaluation: STAAR				
<p>Funding Sources: 162 State Compensatory - 1000.00, 211 Title I-A - 11046.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) A Classroom Teacher will provide assistance with instructional technology, computer troubleshooting, and creating and maintaining network and campus website. Electronic, general supplies including headsets, poster printer will be utilized by Students/Faculty to maintain computers, technology, computer equipment, computer software, MacBook, electronic equipment, I-pads, laptops, printers, etc. for assessment and classroom purposes.</p> <p>Population: EE -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - June 2020 CNA SAA2, SPP 5, PERC 4</p>	2.5, 2.6	Classroom Teacher District computer specialist Campus Administration Software Vendors	Formative Evaluation: Website Teacher E-mail request for troubleshooting Lesson Plans Summative Evaluation: Computer Completed Work Order				
<p>Funding Sources: 163 State Bilingual - 5000.00, 263 Title III-A Bilingual - 9384.00, 211 Title I-A - 10300.00, 166 State Special Ed. - 4500.00</p>							
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Staff will be provided with professional training on campus computer software programs and integration of technology with the curriculum. Students will be able to use manipulatives, visuals, I-Pads, and take virtual field trips so that technology will enhance curriculum concepts. Students will obtain skills and concepts needed for technology and become proficient and technology driven.</p> <p>Population: EE -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - June 2020 CNA SAA2, SPP 5, PERC 4</p>	2.4, 2.5, 2.6	District Computer Specialist Classroom Teacher Campus Administration	Formative Evaluation: Six Weeks Grades Progress Reports Lesson Plans Summative Evaluation: TELPAS MSTAAR Student Journals Student Projects/ Student Presentations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals 4) Teachers will be required to complete an annual school technology and readiness (STaR) Chart. Teachers Administration Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019- June 2020 CNA SAA2, SPP 5,PERC 4</p>	2.5	Classroom Teacher Campus Administration	Formative Evaluation: STaR Chart Report Summative Evaluation: STAAR				
<p>TEA Priorities Build a foundation of reading and math 5) Teachers will provide instruction and visual aids on on-line testing and copy paper testing for improving, Benchmarks, TELPAS scores, STAAR scores. Computers, laptops, I-Pads, Cameras, TVs, TV Stands, and equipment will be utilized to implement on-line testing, improving benchmark and State STAAR, TELPAS scores. Population: EE -5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA DEMO 2, SA 2, SPP 5, PERC 4</p>	2.4, 2.5	Campus Administration Teachers	Formative Evaluation: Lesson Plans Walkthroughs Program Reports Summative Evaluation: TELPAS Scores MSTAAR Scores				
<p>Funding Sources: 162 State Compensatory - 1500.00, 211 Title I-A - 1450.00, 163 State Bilingual - 5200.00</p>							
<p>TEA Priorities Build a foundation of reading and math 6) All 2nd - 5th grade students will be administered the TELPAS online test and will utilize secure computer labs. Filter Screens Administration Teachers Population: 2nd - 5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SAA2, SPP 5,PERC 1, 4</p>	2.4, 2.5, 2.6	Classroom Teacher Administration	Formative Evaluation: Lesson Plans Progress Reports Summative Evaluation: TELPAS Online Testing				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>7) All students (PK-5th) will be scheduled for computer lab to increase their knowledge and use of technology skills. Students will obtain skills and concepts needed for technology and become proficient and technology driven. General supplies will be utilized for technology-based projects.</p> <p>Population: EE -5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - June 2020</p> <p>CNA SAA2, SPP 5, PERC 1, 4</p>	2.4, 2.5, 2.6	Classroom teachers Campus Administration	Formative Evaluation: Lesson Plans Student projects/ presentations Lab Schedule Progress Reports Summative Evaluation: TELPAS Scores EOY Grade				
<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 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 A.S.P. attendance rate to 96.8% with a target of 97.5% for elementary schools, and improve At-Risk Student Attendance Rate by 10% over prior year attendance.





Evaluation Data Source(s) 1: Improve 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>TEA Priorities Build a foundation of reading and math 1) 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. Campus Staff Attendance Personnel Population: EE - 5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - December 2020 CNA SPP 3</p>	2.4, 2.6	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	Formative Evaluation: Weekly review of campus attendance rates Monitor campus Attendance Summative Evaluation: Attendance Certificates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Train attendance clerks and parent /attendance liaisons to consistently monitor and communicate students daily absences and tardiness to parents and staff. To promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Parent Liaison will conduct home visits to ensure compliance standards.</p> <p>Campus & District Staff Attendance Personnel Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019- June 2020 CNA SPP 3</p>	2.4, 2.5	PEIMS E-Schools	Formative Evaluation-Six weeks Attendance Report Phone Master Daily Log Summative Evaluation-Attendance Certificates				
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Publish and recognize campus attendance rates in, school marquees, school activities, and campus newsletter. To promote and motivate student attendance District-wide and increase educational potential of students. Students will be recognized with end of year and six weeks awards.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA SPP 3</p>	2.4, 2.5	Principal PEIMS Supervisor Admissions and Attendance	Formative Evaluation- KBSD announcements Campus marquees Summative Evaluation-Attendance Certificates				
<p>Funding Sources: 199 Local funds - 4500.00, 211 Title I-A - 4000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Recognize and award incentives (Build a Bear Teddy Bears) to students with perfect attendance and student achievement every six weeks, semester and at the end of the year. Campus recognition of students with high academic achievement that increase learning performance. To obtain perfect attendance incentives student must be present the entire instructional day for that attendance reporting period.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT,DYS</p> <p>Timeline: August 2019 - June 2020 CNA SPP 3</p>	2.4, 2.5, 2.6	Principal PEIMS Supervisor Data Entry Clerk Student Accounting	Formative Evaluation: Campus documentation Summative Evaluation: Attendance Certificates				
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) Recognize students with a special certificate/plaque for cumulative perfect attendance. District Recognition of students with Cumulative perfect attendance that increases their opportunity to meet their full educational potential.</p> <p>Population: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 -June 2020 CNA SPP 3</p>	2.4, 2.6	Campus Principal Attendance Clerk Adm. & Attendance Public Information Student Accounting	Formative Evaluation: List of certificate/plaque recipients by school Summative Evaluation: Attendance Certificate Plaques				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>6) A support plan for elementary teachers of ELL students will be implemented and followed: ELL students will be identified by teacher indicating students by category. Number of years in the program, repeaters, TELPAS and STAAR results will also be provided. Target students who are categorized as Beginners with two (2) years in the program for tutorials. Intervention/Tutorial Guidelines to facilitate program. Population: K-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - December 2020 Fall Semester CNA D 2, 3 SAA 2, 3</p>	2.4, 2.6	Curriculum and Instruction Specialists ESL Counselor Bilingual Department Campus Administration	Formative Evaluation: Intervention/Tutorial Student Class Rosters reflecting 90% attendance Progress Reports Summative Evaluation: TELPAS, STAAR, SAT 10, Supera/Terra Nova				
<p>TEA Priorities Build a foundation of reading and math</p> <p>7) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 D 2,3 SAA 2, 3, 4</p>	2.4	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	Formative Evaluation: Monthly Session Evaluation Report ports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless Student Progress Reports Summative Evaluation: STAAR, Attendance Rate				
<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 2: A.S.P. will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%

Evaluation Data Source(s) 2: STAAR 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
<p>TEA Priorities Build a foundation of reading and math 1) Identification, Monitoring of Bilingual students through L-PAC committee meetings. Progress monitor TELPAS and PBMAS Sp. Ed. population in reading and science. Substitutes will be utilized to hold these L-PAC meetings. General supplies will be utilized for L-PAC committee meetings. Bilingual Students Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA DEMO 3, SAA 4 PERC 1</p>	2.4, 2.5	LPAC Committee LPAC Administrator	Formative Evaluation: L-PAC Minutes,E-School Data Summative Evaluation: TELPAS Scores PBMAS				
<p>TEA Priorities Build a foundation of reading and math 2) Dyslexia Teacher will provide District Wide Dyslexia program for identified students. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019 - June 2020 CNA D 2, 4 SAA 4</p>	2.4, 2.6	Dyslexia Department- Curriculum & Instruction Dept.- Dyslexia Teacher- Classroom Teachers	Formative Evaluation: TPRI/Tejas Lee-Benchmark Scores--Reading Progress Reports-Fluency Monitoring-Teacher observations Summative Evaluation: TELPAS, Super/Terra Nova-SAT 10-Test Scores-STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>3) All PK-5 Bilingual/ESL students will increase oral language skills to develop listening/speaking, reading/writing proficiency to systematically transition to English literacy. Presentations, Retelling Personal oral discussion Speaking opportunities to use new vocabulary in context. Provide Sheltered Instruction professional development for all teachers to improve overall instruction of Bilingual Students especially in TELPAS and PBMAS percentages. Population: EE-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019- June 2020 CNA D 2, 3 SAA 2, 3, 4</p>	2.4, 2.5, 2.6	Principal Dean of Instruction PK-5th Teacher Bilingual/ESL Teacher	Formative Evaluation: TPRI/Tejas Lee, Benchmark Testing, Fluency Monitoring, Teacher observation, Progress reports, Summative Evaluation: C-PM TELPAS, Supera/Terra Nova, SAT 10, PBMAS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>4) As per BISD policy, Putegnat Elementary school will implement SSI tutorials, tutorials, Extended Day Enrichment Opportunities and remediation strategies in core-area subjects, TRPI/Tejas Lee in BOY, MOY, EOY for low-performing students in order to decrease the retention rate and improve student achievement. STAAR Workbooks, Dictionaries, custodial supplies, and other general supplies including ink cartridges and copy paper will be utilized to enhance instruction: Poetry, Math, ELA, Science, and Writing. I-Read software resource will be utilized to enhance and supplement reading. BISD ELA Plan of Action will be implemented to support continuous improvement in instructional expectations, professional learning, and progress monitoring.</p> <p>Population: EE-5th Grade, BIL, AR, TI, DYS</p> <p>Timeline: August 2019 - June 2020 CNA DEMO 3, SAA 1, SPP 4</p>	2.5, 2.6	Principal Dean Of Instruction Administrator for State Compensatory Education	Formative Evaluation: Student eSchools generated Tutorial Schedule, TPRI/Tejas Lee Results Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports Summative Evaluation: STAAR				
<p>Funding Sources: 162 State Compensatory - 56412.00, 211 Title I-A - 62780.00</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. PAPA, CATCH, and SHAC meetings and reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college 1) Improvement in the overall wellness of students, staff, and community members by promoting awareness of healthy lifestyle. Federal Programs will continue to fund campus nurse to assist with the execution of the overall health wellness program. Population: PK-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019- June 2020 CNA PERC 2</p>	2.4, 2.6	Campus Administrators Physical Ed. Teachers Campus Nurse	Formative Evaluation: Classroom Observations, School Health Index Summative Evaluation: Physical Fitness Assessment				
Funding Sources: 199 Local funds - 0.00							
<p>TEA Priorities Connect high school to career and college 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.-Fitness Gram Test Population: PK-5th Grade, BIL, SE, AR, GT, DYS Timeline: August 2019-June 2020 CNA SAA 4, SPP 3</p>	2.4	Campus Administrators Physical Ed. Teachers School Nurse CATCH Team Members	Formative Evaluation: Classroom Observations Summative Evaluation: 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>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>3) Utilize 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. General supplies will be provided to PPD to promote the safety and well-being of students and personnel.</p> <p>Population: PK-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - May 2020</p> <p>CNA PERC 2</p>	2.6	Campus CATCH Teams Pre K-5	Formative Evaluation: Campus Catch Binder Summative Evaluation: School Health Index Documentation				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>4) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended 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: EE-5th Grade, BIL, SE, AR, GT, DYS</p> <p>Timeline: August 2019 - June 2020</p> <p>CNA SAA 4, SPP 3</p>	2.4, 2.6	PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions	Formative Evaluation: Lesson Plans Fitness Assessment Student Grades Attendance Rates CATCH Activities Summative Evaluatin: School Health Index Improvement Plan Standardized Tests Results				
<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>							

State Compensatory

Personnel for Putegnat Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Mireles	Pre-Kinder Teacher	State Compensatory	.50
Corina Tabares	Dean of Instruction	State Compensatory	1.0
Iris Guerra-Flores	Pre-Kinder Teacher	State Compensatory	.50
Julio Lozano	Pre-KinderTeacher	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

This Campus operating a schoolwide program will conduct a comprehensive needs assessment of the entire school that includes:

- Information on academic achievement of students in relation to the State Academic Standards, especially the needs of the students who are not meeting academic and state standards or who are At-Risk of failing in meeting these standards.
- Assessment Data is formulated to create plans for students not meeting standard criteria
- CNA summary found pg 3-12 and Data sources in 12-16
- SBDM looked at CNA survey from all stakeholders
- SBDM meetings held in March 25/April 30 for development for the 2019-2020 CIP

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

ASP will utilize Title I funds for any activity that supports the needs of students in the school as identified through CNA assessment and placed in the schoolwide plan. The Campus will develop a Campus Improvement plan that consists of:

- Strategies that the school will implement to address school needs, including a description of how the strategies will: provide opportunities for all children to meet State academic standards. Use instruction strategies that strengthen the academic program. Address the needs of all students
- If programs are consolidated, the Campus, the State educational agency and local educational agency programs and other Federal programs will be consolidated into the schoolwide program
- SBDM Members met to progress monitor and evaluation criteria for monitoring student achievement and progress
- SBDM Members met to Progress monitor and evaluate criteria for implementation of strategies and viability
- Parents, Staff, Administration, and Community members met to review and revise strategies.

2.2: Regular monitoring and revision

Activities that May Address the Needs of the Students

- Counseling, school-based mental health programs, instructional support services, mentoring services and other strategies
- Preparation for and awareness of postsecondary education and the workforce
- Implementation of a schoolwide tier model to prevent and address problem behavior, and early intervening services coordinated with IDEA
- Professional Development and other activities for Teachers, Para-Professionals, and other school personnel to improve instruction
- Strategies for assisting preschool children in transitio from early childhood education programs to elementary programs
- If programs are consolidated, the specific state and local programs and other federal programs will be consilidated in the schoolwide program
- CIP strategies and Progress monitoring techniques are routinely revised to determine viability to meet student needs during regular and grade level meetings
- SBDM meetings held in December, January, March and April.

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

Campus Improvment Plan Requirements

- Available to LEA, Parents, and the public in an understandable and uniform format and to the extent possible, provided in a language tha the Parents can understand
- SBDM, Faculty and Staff review CIP and CNA to determine updates and need as they arise
- All stakeholders are made aware as to the CIP' location on the Campus' and BISD website
- All stakeholders are given ample opportunity to review current CIP and CNA to add and review strategies to meet the needs of all involved
- CIP available in English, copy paper provided and translated as indicated

2.4: Opportunities for all children to meet State standards

Opportunites for all Students to meet State Standards:

- Address the needs of all students to meet the State Academic and Achievement Standards
- Provide opportunities and stragegies that encompasses Student success from Early Childhood to fifth Grade
- All sub-groups and/or special populations needs will be addressed in order to be academically successful

- Teachers will meet routinely to determine needs for all sub-groups for academic and state success (CIP 1.1.1, 9.2.1, 9.2.3)

2.5: Increased learning time and well-rounded education

Well-rounded Education and increased learning time includes:

- Opportunities for all Students to participate in Tutorial Classes to further enrich lessons during the school day
- Opportunities for all Students to participate in Extended Day
- Extended Day Students will be provided with specified content areas, technology, fine arts and physical education activities
- Opportunities for SSI Students to participate in Tutorial classes as state-mandated
- Opportunities for students to participate and engage in extra-curricular activities and programs (3.1.1, 3.2.1, 7.1.1, 9.2.4)

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

Address the need of Students and At-Risk Students:

- Strategies that encompass high performance and improving academic and achievement scores
- Opportunities to participate in after-school programs for improving academic and achievement areas
- Opportunities to participate in Tutorial and SSI programs to meet student need and improve academically
- An education plan formulated to address At-Risk academically struggling students (7.1.1, 7.1.5, 9.2.4)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Campus will develop and distribute Parent/Family Engagement Policy:

- Open door policy for all Students Parents and Legal Guardians
- Open communication between Staff Members and Parents
- Parents will participate in the CNA survey to determine and acknowledge Parent/Student input for overall academic success
- Students will participate in the CNA survey to determine and acknowledge Student input in academic success
- Parent/Family Engagement Policy available in both languages, distributed on Meet the Teacher Event, and at the beginning of the year (CIP 6.1.2, 6.1.3, 6.1.8)

3.2: Offer flexible number of parent involvement meetings

The Campus will offer flexible parent involvement meetings:

- Parent Assessment Meetings held in first and second semester with Faculty and Administration
- Meetings will be held twice a month with Parent Liasion, assisting
- Meetings will be held in both languages
- Snacks will be provided to assist with collegiality and familial ambiance
- Parents input will be acknowledged for overall campus improvement and parental participation (CIP 6.1.2, 6.1.3, 6.1.8)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aurora Salinas	Title I-A PK Aide	Federal	1.0
Dalma Velasco	Nurse	Federal	.40
Gladys Palomino	3 Yr. Old Program Teacher	Federal	1.0
Israel Garcia	Title I-A PK Aide	Federal	1.0
Sylvia Perez	Title 1-A PK Aide	Federal	1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Dr. Aidee Vasquez	Principal
Meeting Facilitator	Corina Tabares	Dean Of Instruction
Business Representative	Saul Garcia	Business Representative
Business Representative	Daniel Garza	Business Representative
Classroom Teacher	Dina Coronado	Classroom Teacher
Classroom Teacher	Dora E. Garza	Classroom Teacher
Classroom Teacher	Elizabeth Valdez	Classroom Teacher
Classroom Teacher	Ana Rangel	Classroom Teacher
Classroom Teacher	Manuel Ayala, III	Classroom Teacher
Non-classroom Professional	Josie Villareal	Classroom Teacher
Community Representative	Monica Garza	Community Representative
Community Representative	Juliana Garza	Community Representative
District-level Professional	Dahlia Castro	District-Level Professional
Student	Myriam Ramos	Student
Classroom Teacher	Homer Fernandez	Classroom Teacher
Paraprofessional	Xenia Cruz	ParaProfessional
Parent	Maria Almaguer	Parent
Parent	Claudia Ledezma	Parent
Classroom Teacher	Gladys Palomino	PK Teacher

District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Miscellaneous Operating Costs	199-13-6499-53-108-Y-99-000-Y	\$3,000.00
2	1	2	Supplies for Maintenance/Operations	199-51-6315-00-108-Y-99-000-Y	\$3,000.00
3	1	1	Supplies and Materials	199-23-6398-00-108-Y-99-000-Y	\$1,800.00
6	1	16	Student Travel and Meal	199-11-6412-00-108-Y-11-000-Y	\$6,000.00
7	1	1	Copy Paper	199-11-6396-00-108-Y-11-000-Y	\$90.00
9	1	3	General Supplies	199-11-6399-51-108-Y-11-000-Y	\$400.00
9	1	3	General Supplies	199-12-6399-00-108-Y-99-000-Y	\$100.00
9	1	3	Awards	199-11-6498-00-108-Y-11-000-Y	\$4,000.00
9	3	1	Extra duty pay/overtime -sup PE	199-11-6121-51-108-Y-11-000-Y	\$0.00
Sub-Total					\$18,390.00
Budgeted Fund Source Amount					\$18,390.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	General Supplies	162-11-6399-00-108-Y-30-000-Y	\$17,000.00
8	1	1	General Supplies	162-11-6399-62-108-Y-30-000-Y	\$1,000.00
8	1	1	General Supplies	162-13-6399-65-108-Y-30-000-Y	\$0.00
8	1	5	Copy Paper	162-11-6396-00-108-Y-30-000-Y	\$1,500.00
9	2	4	SSI Tutorials	162-11-6118-00-108-Y-24-SSI-Y	\$6,412.00
9	2	4	Tutorials	162-11-6118-00-108-Y-30-000-Y	\$45,000.00
9	2	4	Supplies and Materials	162-11-6398-62-108-Y-30-000-Y	\$5,000.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$75,912.00
Budgeted Fund Source Amount					\$75,912.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2	General Supplies	163-11-6399-00-108-Y-30-000-Y	\$5,000.00
8	1	5	General Supplies	163-13-6399-00-108-Y-30-000-Y	\$3,850.00
8	1	5	General Supplies	163-11-6112-00-108-Y-30-000-Y	\$1,350.00
Sub-Total					\$10,200.00
Budgeted Fund Source Amount					\$10,200.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Copy Paper	166-11-6396-00-108-Y-23-000-Y	\$260.00
3	1	1	General Supplies	166-11-6399-00-108-Y-23-0P4-Y	\$1,160.00
3	1	1	General Supplies	166-11-6399-00-108-Y-23-0P3-Y	\$580.00
8	1	2	Printers for Sp. Ed. Department	166-11-6398-62-108-Y-23-0P5-Y	\$4,500.00
Sub-Total					\$6,500.00
Budgeted Fund Source Amount					\$6,500.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	211-23-6399-00-108-Y-30-0F2-Y	\$8,546.00
3	1	1	General Supplies	211-11-6399-00-108-Y-30-0F2-Y	\$36,000.00
3	1	1	General Supplies	211-11-6399-62-108-Y-30-0F2-Y	\$1,500.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	3	General Supplies	211-31-6399-00-108-Y-30-0F2-Y	\$300.00
6	1	3	Extra Duty Pay/Overtime	211-61-6121-00-108-Y-30-0F2-Y	\$20.00
7	1	1	General Supplies for Staff Development	211-13-6399-00-108-Y-30-AYP-Y	\$15,000.00
8	1	1	Software Supplies and Material	211-11-6395-62-108-Y-30-0F2-Y	\$2,500.00
8	1	1	I-Pad Covers	211-23-6399-00-108-Y-30-0F2-Y	\$8,546.00
8	1	2	General Supplies	211-12-6399-00-108-Y-30-0F2	\$5,500.00
8	1	2	Poster Printer	211-23-6398-00-108-Y-30-0F2-Y	\$4,800.00
8	1	5	Copy Paper	211-11-6396-00-108-Y-30-0F2-Y	\$1,450.00
9	1	3	End of Year Awards	211-11-6498-00-108-Y-30-0F2-Y	\$4,000.00
9	2	4	Para-Professional Over-Time	211-11-6121-00-108-Y-30-ASP-Y	\$29,400.00
9	2	4	Medicare	211-61-6141-00-108-Y-30-0F2--Y	\$426.00
9	2	4	TRS	211-11-6146-00-108-Y-30-ASP-Y	\$2,318.00
9	2	4	General Supplies	211-61-6399-00-108-Y-30-0F2-Y	\$400.00
9	2	4	Miscellaneous Operating Costs	211-61-6499-53-108-Y-30-0F2-Y	\$800.00
9	2	4	Professional Extra Duty	211-11-6118-00-108-Y-30-ASP-Y	\$25,956.00
9	2	4	Social Security/Medicare	211-61-6149-00-108-Y-30-0F2-Y	\$442.00
9	2	4	TRS	211-61-6146-00-108-Y-30-0F2-Y	\$2,588.00
9	2	4	Employee Benefits-Locally DEF	211-11-6148-00-108-Y-30-ASP-Y	\$60.00
9	2	4	Employee Benefits	211-11-6149-00-108-Y-30-ASP-Y	\$390.00
Sub-Total					\$150,942.00
Budgeted Fund Source Amount					\$150,942.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2	General Supplies	263-11-6399-00-108-Y-30-000-Y	\$6,500.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	2	General Supplies	263-13-6399-00-108-Y-30-000-Y	\$884.00
8	1	2	General Supplies	263-21-6399-00-108-Y-30-000-Y	\$2,000.00
Sub-Total					\$9,384.00
Budgeted Fund Source Amount					\$9,384.00
+/- Difference					\$0
Grand Total					\$271,328.00