

Brownsville Independent School District
Gallegos Elementary
2016-2017 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Demographics Strengths

- Attendance Reports

Demographics Needs

- Improve attendance
- Reduce out of school suspensions
- Reduce student mobility from campus to campus throughout the school district
- Improve adequate academic achievement
- Students will be presented with incentives (certificates, ribbons, stickers, pencils, pencil cases, jump ropes, yo-yos etc...to promote perfect attendance and motivate students to come to school every day.
- At-Risk, Bilingual, Special Ed. and Migrant students need supplies including paper, tag board, colors, pencils, dry erase markers, individual dry erase boards and instructional materials for Tier 2 students.
- Motivate students to attend school.
- Motivate students to attend post secondary education by discussing their options and preparing them academically (college readiness)
- As an incentive, students with perfect attendance will have a "Fun Day" at the end of the six weeks.

Student Achievement

Student Achievement Summary

The SBDM met to disaggregate data including STAAR ,TELPAS online Reading, TPRI/Tejas Lee, C-PM and OWL (PK). We also reviewed SSI information, promotion/retention rates, District Assessment/ Benchmarks, Campus Assessment data through Tango and Eduphoria to determine the needs of our students and how to best improve their achievement. We determined the goals needed to meet AMAOS for this school year and reduction of students retained at the end of the academic year. Through our assessment data analysis, we identify our strengths and areas that need improvement. Our assessment data is what drives our instruction. This data is used to determine intervention strategies for students and reduce the number of students on an RTI. We also use this data to address the individual student needs to prevent failure. In order for our students to continue to make measureable gains in academic achievement, they are will attend extended day instruction/tutorials for our 3rd-5th grade students. Their focus will be on Reading, Writing, Math and Science, but we will need they will need instructional materials (Measuring Up, Motivation, Kamico...) that will assist our teachers in preparing our students for state testing. Our students will also need transportation during the 2nd semester so that they can continue to attend tutorial. In an effort to differentiate instruction for G/T students, our Kinder-5th grade students (based on their grade level) participate in different events throughout the year including: UIL, Science Fair, Destination Imagination and Chess.

3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade (91%) 4th Grade (93%) 5th Grade (81%)

Writing: 4th Grade (85%)

Math: 3rd Grade (93%) 4th Grade (94%) 5th Grade (91%)

Science: 5th Grade (80%)

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

Performance variation between all student groups:

3rd Reading: At-Risk (85.71%), Economic Disadvantage (90.28%), Hispanic (90.41%), Female (88.89%), Male (91.89%), Gifted and Talented (100%), LEP (84.38%) Migrant (N/A) Special Ed. (50%)

4th Reading: At-Risk (73.33%), Economic Disadvantage (89.74%), Hispanic (89.74%), Female (97.44%), Male (82.05%), Gifted and Talented (100%), LEP (46.15%), Migrant (50%), Special Ed. (100%)

5th Reading: At-Risk (74.29%), Economic Disadvantage (84%), Hispanic (84%), Female (87%), Male (80%), Gifted and Talented (100%), LEP (77%), Migrant (100%), Special Ed. (0%)

Writing: At-Risk (71.43%), Economic Disadvantage (85.53%), Hispanic (85.53%), Female (89.74%), Male (81.08%), Gifted and Talented (92.31%), LEP (36.36%) Migrant (0%) Special Ed. (100%)

3rd Math: At-Risk (92%), Economic Disadvantage (93.06%), Hispanic (93.24%), Female (91.89%), Male (94.59%), Gifted and Talented (100%), LEP (93.75%) Migrant (N/A) Special Ed. (50%)

4th Math: At-Risk (82.86%), Economic Disadvantage (92.68%), Hispanic (92.68%), Female (90%), Male (95.24%), Gifted and Talented (100%), LEP (73.33%) Migrant (100%) Special Ed. (100%)

5th Math: At-Risk (83%), Economic Disadvantage (83.72%), Hispanic (83.72%), Female (86.36%), Male (80.95%), Gifted and Talented (100%), LEP (83%) Migrant (100%) Special Ed. (100%)

Science: At-Risk (73.68%), Economic Disadvantage (80.68%), Hispanic (80.68%), Female (79.55%), Male (81.82%), Gifted and Talented (100%), LEP (64.52%) Migrant (100%) Special Ed. (66.67%)

Student Achievement Strengths

- Improved overall STAAR scores in Reading, Writing, Math & Science
- Met and maintained our 5 star distinction
- Increase of G/T students/More students have been identified
- Improved TELPAS Reading Scores
- Teachers are able to use assessment data to inform their instruction
- Teachers use the assessment data to provide research based intervention strategies.

Student Achievement Needs

- Improve STAAR scores for all sub populations
- Improve TELPAS Reading Scores/ Above 60% for all sub populations
- Improve C-PM, OWL and TPRI/Tejas Lee results
- Meet AMAOS expectations
- Reduce amount of students retained each year
- Improve district and campus benchmark scores
- Reduce the number of students on an RTI
- Increase Academic Achievement in student performance above 25% in all tested areas especially in 4th grade reading & math
- Use STAAR resources, including duplicating paper, to train students with STAAR strategies for Reading, Language Arts, Math and Science.
- Reading Renaissance Renewal will enable students to participate in the Accelerated Reader Program at Gallegos Elementary. Student participation will promote fluency and increase comprehension thus enabling them to improve assessment scores and academic achievement.
- Students participate in our extended day program in an effort to close the achievement gap, differentiate instruction, and target student academic needs.
- Custodial supplies need to be provided to our students for their use during our extended day program (tutorial).

- Our 3rd-5th grade students will need transportation during the 2nd semester to ensure their continued attendance in tutorial.
- Our students will need instructional materials for use during extended day instruction/tutorial including: Measuring Up, Motivation, Kamico etc...
- Special Education teachers need access to Smart boards, Projectors, Hatch ISTART Mobile Pad, REDCAT Systems and a SMART Table in order to improve their delivery of instruction and provide students with an opportunity to thoroughly internalize new information more effectively in the areas of Reading, Math and Science.
- Teachers need access to instructional materials for Reading, Math, Science and Social Studies.
- Tri-fold Science Fair Boards & CRICUT Machine Refill Cartridges
- We need to administer diagnostic assessments to address our student's academic weaknesses and provide appropriate interventions for them.
- PK & Kinder teachers will have access to plastic alphabet letters for use with the Alphabet Arcs during Reading Readiness
- Wall clocks are needed to be used during testing to ensure that students are allotted exactly 4 hours to complete their STAAR test.
- Our Kinder-5th grade students will participate in various events throughout the year that will enable G/T students to have access to differentiated instruction including: Science Fair, Destination Imagination, Chess and UIL.
- Batteries are needed for use with instructional games during instructional time.
- School Librarian will recognize award incentives to students who reach their six weeks & yearly AR goals with an 85% reading accuracy. They will be provided with stickers, pencils, trophy's etc...

School Culture and Climate

School Culture and Climate Summary

As part of our Campus Needs Assessment, we provide parents, teachers and students with surveys and questionnaires to enable them to provide us with feedback about how to better improve our school culture and climate. For example: Our 5th grade students filled out a survey in which they were asked if they wanted their end of year celebration or would they rather have an alternative activity. We meet as a committee to identify our campus needs, discuss policies, procedures and safety issues that may arise throughout the school year. Based on this information, we determine strategies to improve and promote a positive school culture and climate. We used the resources below to identify our school culture and climate needs. Our PK-5th grade students participate in our Music program and some of our 3rd-5th grade students will participate in a Coding Club and Basketball team in an effort to increase student participation, motivation in sports, technology and musical enrichment.

School Culture and Climate Strengths

- Shared educational philosophy
- High expectations
- Positive school climate promoted through frequent meetings within the school community
- Parental involvement
- Active SBDM
- High achieving classroom walkthroughs
- Immediate feedback from campus administration in an effort to make faculty and staff aware of recent developments, campus procedures, weekly calendar, professional development opportunities through a weekly newsletter.
- Active participation in health & fitness, Fitness Gram, Annual Fun Meet and CATCH Committee

School Culture and Climate Needs

- Increase in consistent parental involvement
- More parent participation in parent conferences
- More parent participation in parent meetings
- Increase classroom Walk-Throughs
- Motivate 3rd-5th grade teachers & students during STAAR testing season by having a motivational speaker address them about maintaining focus and keeping the end in mind.
- Need to continue increased participation in the CATCH committee, health & fitness activities, Fitness Gram & Annual Fun Meet

- Evaluate and recommend improvements for instructional facilities, provide Wellness & Nutrition to parents, teachers & students
- Maintain student safety
- Kagan Cooperative Learning Strategies will be implemented to facilitate team building, cooperative learning, increased student engagement and effective classroom management.
- Our 5th grade students will visit Garcia or Vela Middle School as part of orientation in an effort to ease the transition from elementary to middle school
- Our PK-5th grade students participate in various music throughout the year including: Christmas Program, sing at the nursing home and Dean Porter Park (Christmas event) and district required events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As per our CNA, we need to recruit and retain certified teachers because of the low socio-economic area that we're in so that our school & students can continue to be successful. Our hiring committee consists of Administrators, lead teachers, counselors and at least one paraprofessional. We document their responses and they are rated accordingly. New teachers are assigned a mentor and they go through a teacher induction program at our campus to ensure they will be successful. We used the the Recruitment and Retention Strategies and other data to identify our staff quality, recruitment and retention needs.

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified teachers & certified teachers
- Teachers and paraprofessionals are involved in the hiring process
- Student achievement reflects staff effectiveness
- PDAS reflects high quality instruction
- Special programs teachers are highly qualified and well trained to work with our population
- Effective campus teacher induction program including: professional development, co-teaching & modeling lessons by Dean of Instruction and TLI Specialis, distribution of instructional materials, immediate feedback by conducting class visits and walk-throughs
- Extensive professional development for all faculty and staff

Staff Quality, Recruitment, and Retention Needs

- More professional development that targets specific academic areas: Writing, Reading, Math, & Science
- More professional development that targets specific STAAR assessment information
- Teachers need multiple opportunities to attend professional development sessions that target specific objectives that will help improve their delivery of instruction. We hire substitute teachers to enable our teachers to attend high quality professional development sessions, LPAC, and Vertical Alignment.
- Teachers will attend Sheltered Instruction training in an effort to facilitate our bilingual student's 2nd language acquisition.
- Teacher materials for professional development
- We need more professional development that targets specific academic areas including Writing, Reading and Math.
- Our Dyslexia Teacher provides intervention for our Dyslexic students.
- TLI Summer Institutes are attended by our Principal and TLI Specialist in an effort to acquire professional development if Language Arts and Reading.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In an effort to improve the delivery of instruction, the SBDM reviewed different curriculum resources that our teachers need to be trained with in order to improve their delivery of instruction. We are in compliance with district initiatives. We prepare our students for state and district required assessments. Teachers attend professional development and are provided with instructional materials that will enable them to provide high quality instruction for our students. Our teachers use assessment data to drive their instruction. The Dean of Instruction and TLI Specialist conduct walk-throughs and model instruction in order to help teachers with their delivery of instruction based on their needs and to provide instructional support. Our teachers use a plethora of instructional resources and materials to address the needs of our students. Teachers will also have access to markers, pens, paper, ink, labels, and tape in order to create instructional file folder games to be used in their classrooms. In order to identify our curriculum, instruction and assessment needs, we used the following resources: campus & district assessments/benchmarks, STAAR scores, TELPAS & AMAO results, SSI information, and TANGO Central reports. Based on low Writing District Benchmark scores, we determined that our students need more assistance with Writing. Our 3rd-5th grade teachers attended the 6 Traits of Writing training and they are expected to implement newly learned Writing strategies in their classrooms. Our 3rd-5th grade students will have access to math dictionaries in an effort to increase their math concept internalization thus improving our math scores. Our PK-2nd grade students need access to bilingual picture dictionaries that will facilitate their 2nd language acquisition. Our PK-5th grade, and Special Ed. students have opportunities to attend field trips during the school year in an effort to build their background knowledge, vocabulary development and expand their experiences. Our students in Life Skills Units have access to major appliances including: washers, dryers and stoves/ovens so that they can learn about Math and Science as they learn to measure soap and fabric softener in order to washer their own clothes. They also incorporate Math by learning how to measure baking ingredients in order to bake cupcakes.

Curriculum, Instruction, and Assessment Strengths

- Horizontal & vertical alignment
- Consistent implementation of district curriculum
- Fidelity to the instructional programs
- Differentiated/leveled instruction for students
- Effective delivery of instruction
- Effective technology programs that improve academic achievement

Curriculum, Instruction, and Assessment Needs

- Improve campus & district assessments/benchmarks
- Improve delivery of instruction to meet the academic needs of our students and thus meet the new STAAR standards
- Become proficient with Houghton Mifflin Harcourt (Language Arts) curriculum, new Envision Math and new Science curriculum adoptions
- At Gallegos Elementary, we need to continue to implement Language Enrichment with fidelity and we will do so by providing students with the Language Enrichment reading practice booklets, and reading logs from the Media Center to increase student fluency and comprehension.
- Teachers use CD boom box radios so that they can implement their listening centers during small group instruction.

- Teachers need to have access to a plethora of instructional resources and materials in order to address the academic needs of our students. They'll use dictionaries, manipulatives, instructional games, puzzles, character education etc...
- Teachers need to have access to expo-markers, markers, paper, colored tag board, ink, labels, pencil sharpeners, laminating film and tape in order to create instructional file folder games for use in their classrooms.
- Teachers will have access to ink for their printers in order to print out academic activities
- Teachers need opportunities to participate in Make & Take Sessions and Curricular Planning in order to create instructional activities that will be used during small group sessions and to differentiate instruction. This will enable teachers to improve their delivery of instruction and student academic needs will be targeted.
- Campus Staff Development
- Dean of Instruction will work with teachers to identify At-Risk students, provide scientifically research based interventions, improve student achievement of At-Risk students, and decrease the number of At-Risk students retained.
- Printer Ink for Dean of Instruction and TLI Specialist
- 6 Traits of Writing & Write for Success
- Full day PK to enable our students to have access to early intervention so they will not be at risk for failure
- PFS migrant students will receive supplemental support services
- Migrant students are provided school supplies to enable them to complete their work both at home and at school.
- Migrant Special Ed. At-Risk and Bilingual students will attend summer school, tutorials, and Tier II instructional time in order to close the achievement gap
- Migrant, Special Ed. At-Risk and Bilingual students (PK-3rd) will be assessed with CPALLS or TPRI/Tejas Lee to identify students in need of intervention
- Our Migrant Teacher will provide intervention for Migrant & PFS students
- PK-5th grade and Special Ed. students will attend field trips throughout the year in an effort to build their background knowledge, vocabulary development and expand their experiences. They will also need transportation in order to attend said field trips.
- Our students in Life Skills Units need access to major appliances including washers, dryers and stoves/ovens.
- Our Lifeskills & PPCD teachers and paraprofessionals will use disposable gloves to hygienically facilitate diaper changes for some our Lifeskills and PPCD students.
- In an effort to improve STAAR Math scores, teachers will attend GPS training.

Family and Community Involvement

Family and Community Involvement Summary

Our SBDM identified a need for more parental and community involvement. We're also trying to reduce student mobility and increase stability by providing parents with support from school and the community in order to keep their children enrolled in our campus. Parents completed a survey in which the SBDM identified areas that needed improvement. The parent liaison provides meetings and trainings for parents to attend and she retains appropriate documentation. The Dean of Instruction and the TLI Specialist have met with parents on multiple occasions to discuss instructional strategies that they can do at home that will enable their children to improve academically. They have also met with them to discuss our instructional program on campus and assessment awareness.

Family and Community Involvement Strengths

- Parental involvement
- Effective community relations
- Effective parent volunteers
- Frequent parent meetings & trainings
- Frequent meetings with Dean of Instruction & TLI Specialist
- Career Day

Family and Community Involvement Needs

- More parental involvement (6.1)
- Encourage parents to attend meetings including: Title I information, STAAR strategies, homework strategies, health & nutrition, student code of conduct (6.12)
- More parent volunteers (6.1)
- Review parent volunteer guidelines, Emergency Operation Plan and community resources (6.6)
- Reduce student mobility (Family & Community Involvement Summary)
- Increase student stability (Family & Community Involvement Summary)
- Parents are provided access to eSchools in order to review their child's grades (6.11)
- Student planners & homework folders (6.9)
- Mileage for Parent Liaison to conduct home visits (6.13)
- The school Librarian will enable parents to have access to the Renaissance Home Connect so that students can AR test at home. (6.12)

- We will have a Career Day in which we invite different professionals from the community to attend and discuss possible future careers for our 4th and 5th grade students. (6.8)
- 40 of our 2nd grade students will be dancing in our Annual Charro Days parade and we need assistance from our parents and school community to prepare our students for this endeavor. (6.1)

School Context and Organization

School Context and Organization Summary

The SBDM reviewed a district activity on assessing school safety at all schools. We determined through thorough discussion that we need to be more vigilant when it comes to visitors on campus. We need to review their identification and ensure that they have a school pass in order to access areas throughout the campus especially where there are children present. As a campus, it is of utmost importance to train our students on procedures they are to follow in case of a fire, lockdown, and severe inclement weather. Parents and community members are welcomed and encouraged to visit the campus, attend meetings and be more involved in their child's education.

School Context and Organization Strengths

- Effective SBDM Committee
- Efficient mentor teachers
- Extensive communication between faculty, staff, students, parents and administration
- Unity amongst faculty, staff & administration
- Successful & dedicated leadership, guidance & direction
- Effective school safety

School Context and Organization Needs

- We need to continue to maintain vigilant when it comes to student safety
- Review emergency procedures to ensure student safety including: Lockdowns, fire drills, shelter-in-place, drop & cover and emergency operation plan
- We need to continue to motivate students to remain drug free throughout the school year. Students will participate during Red Ribbon Week and counselors will provide them with motivational incentives including: ribbons, stickers, pencils, banners and activity books.
- Counselors need to provide quality effective counseling to our students and in order to do so they need access to instructional resources that target specific issues.
- Implement effective procedures to identify and enroll homeless students, at Gallegos Elementary, in a timely manner.
- Provide services to our homeless students including: food items, hygiene products, school supplies and clothes

Technology

Technology Summary

The SBDM reviewed the fixed assets report and technology equipment update calendar to determine the needs of our campus. Based on these findings, our technology infrastructure update was determined. Teachers need flash drives in order to save instructional lessons from Pearson/Envision Math, Pearson/Science, HMH Reading and other resources that are necessary for their classroom instruction. Our students need access to new computers in order to access the following programs including: Edusmart (Science), River Deep (Math) and Study Island/Edmentum (Reading, Math, Science and Writing). Students also need to access the Pearson website in order to take online practice tests so that they can excel on TELPAS Reading. Students in 3rd-5th grade have access to the Think Through Math and ISTATION websites so that they can complete Math and Reading activities online. K-5th grade students will have access to new headphones in the computer lab to enhance interactive activities for Oral Language and thus facilitate their 2nd language acquisition. We reviewed the following sources including: our fixed assets report, STAR survey, Tango-Central usage and Technology professional development opportunities to assist us in identifying our technology needs.

Technology Strengths

- Edusmart Science in the computer lab/classrooms
- Technology Support Teacher available
- Increase of G/T students/more students have been identified
- eSchool is available to administration and parents to monitor student progress
- Improved TELPAS online Reading scores
- Smart Boards in many classrooms
- Students have access to computers in all classrooms and computer labs

Technology Needs

- We need to improve our technology infrastructure by ordering desktop computers, laptops, scanners, Raptor renewal, video document cameras, projectors and Microsoft licenses.
- We need to improve our student to computer ratio
- We need desktop computers for our computer lab so that students can access the Pearson website and prepare for the upcoming TELPAS reading online assessment.

- We need a camera for use during school functions, projects, portfolios, recognition during awards for perfect attendance/Honor Roll and to support HB5 documentation.
- Teachers need flash drives in order to save instructional lessons from Pearson/Envision Math, Pearson Science, HMH Reading and other resources that are necessary for their classroom instruction.
- Yearly renewal of Study Island/Edmentum is crucial because students need to have access to this program in order to prepare them for STAAR and online testing. Study Island/ Edmentum enables teachers to differentiate instruction based on student needs.
- Our 3rd-5th grade students will have access to the Think Through Math and ISTATION websites so that they can complete Math and Reading activities online.
- Microsoft licenses for new software on new computers
- K-5th grade students need access to new headphones to be used in the computer lab. Headphones are needed for use in centers in our Lifeskills classrooms.
- PK & K teachers need projectors and document cameras
- A printer Transfer Kit will be ordered to enable the Dean of Instruction and TLI Specialist to continue to print Assessment Data reports for item analysis.
- Peims Clerk printer needs a Roller Replacement Kit
- Students need access to Kindles, print & electronic resources, electronic subscriptions, online databases, magazines, newspapers, encyclopedias and interlibrary loans for use in the library.
- HDMI Cables will be used to connect the laptop to the classroom projector to enable image projection.
- We need projector screens to enable teachers to project visual images that will facilitate instruction.
- Special Education and Dyslexia teachers will use an online STAAR-A Reading and Math Practice software with their students, in order to better prepare them for the STAAR-A.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

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

- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

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






Performance Objective 1: By the end of school year 2016-2017, the percentage of students passing Social Studies tests will be 85%

Summative Evaluation: Social Studies Assessment Scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>1) Social Studies Integration with Reading: 2nd -5th grade Students will review test taking strategies. Students will view United Streaming Software to build background knowledge before practice with each STAAR passage.</p> <p>Population: 2nd -5th (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT)</p> <p>Timeline--August 2016-June 2017 -Weekly assessments starting in August 2016-June 2017</p> <p>CNA 16-17</p>	3, 9	-Administration -Dean of Instruction -2nd-5th grade teachers	Formative: Weekly tests -Walk-throughs -Monitor for classroom usage of reading practices that focus on social studies Summative: Reading STAAR scores, PBMAS, TELPAS Reading, AMAOS, LAS				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1</p> <p>2) Social Studies Instructional Materials: Teachers will use instructional materials to differentiate instruction for students during Social Studies. Teachers will use instructional resources and materials to address the needs of our students. Students will have access to manipulatives, puzzles, character building activities, and instructional games. Teachers will have access to ink to print out instructional activities.</p>	3	<ul style="list-style-type: none"> -Administration -Dean of Instruction -PK-5th grade teachers 	<p>Formative: Weekly tests & PK ongoing observations Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation BOY & MOY CPALLS tests & District Benchmarks -Walk-throughs Summative: Reading STAAR scores, TELPAS Reading, & PK ongoing observations EOY TPRI/Tejas Lee Assessment, CPALLS EOY test & Reading & Writing STAAR scores, TELPAS online Reading test, and STAAR-Alternate</p>				
<p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline-August 2016-June 2017</p> <p>CNA 5-7, 11-12</p>	<p>Funding Sources: Title I-A</p>						

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>3) Technology Training for Social Studies Teachers Social Studies teachers will be trained on Powerpoint, SmartBoard, Weblinks and Pearson Realize in order to facilitate Social Studies lessons and impact delivery of instruction. Reading/Language Arts will also be impacted by improved instruction in Social Studies.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--August 2016-June 2017</p> <p>CNA 16-17</p>	<p>3</p>	<p>-Campus Administration -Social Studies Teachers</p>	<p>Formative: Weekly Reading and Social Studies assessments and district benchmarks -Professional development opportunities/ professional leaves/ERO Summative: Reading STAAR scores, and TELPAS Reading</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>4) Reading and Writing Strategies through Social Studies Instruction Teachers will implement and support Reading and Writing strategies in Social Studies instruction to focus on Expository Text. Teachers will focus on prediction, inference, summarizing, paraphrasing and research in order to increase and support student success in assessments.</p> <p>Populations: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--August 2016-June 2017</p> <p>CNA 5-7</p>	<p>3</p>	<p>-Administration -Dean of Instruction -Social Studies Teachers</p>	<p>Formative: Weekly Reading and Social Studies assessments and district benchmarks -Walk-throughs -Monitor for reading & writing strategies through Soc. Studies implementation Summative: Reading STAAR scores, and TELPAS Reading</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 6</p> <p>5) Patriotism Alive Teachers and students will participate in different activities including Kids voting, online voting, Celebrate Freedom Week and Constitution Day.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline-Sept. 12-16, 2016 Celebrate Freedom Week Oct. 3-14 Mock Voter Registration Nov. 1 Voting Results</p> <p>CNA 8-9</p>	3, 10	-Administration -Dean of Instruction	Formative: Student Participation -Voting results report Summative: Student Participation and Voting Results				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = 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

Performance Objective 2: A minimum of 90% of our Gallegos students will demonstrate mastery on the STAAR and 30% will obtain Level III in Reading, Writing and Math .

A minimum of 90% of 5th Grade students will achieve a Level II Satisfactory Performance on the STAAR Science assessment. A minimum of 30% of 5th Grade students will achieve a Level III Advanced Performance.

Gallegos Elementary will increase G/T recommendations by 30% in 1st-5th and 100% for our kinder students in an effort to enable them to reach their full potential through their participation in Science Fair, Chess, Destination Imagination and UIL.

Summative Evaluation: 2017 STAAR Results

Increased student participation in Science Fair, Chess, Destination Imagination and UIL.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Reading/Language Arts Staff Development: Teachers will be provided with reading staff development that will enable them to provide high quality reading instruction including intervention activities for RTI. Teachers are required to attend SIOP training in order to service our bilingual students with current Sheltered Instruction strategies in an effort to facilitate student's 2nd language</p>	3, 4, 5	<ul style="list-style-type: none"> -Campus Administration -Dean of Instruction -PK-5th grade teachers 	<p>Formative: Weekly assessments, Campus Assessments BOY & MOY TPRI/Tejas Lee, progress monitoring instrument</p> <p>District Benchmarks</p> <ul style="list-style-type: none"> -Weekly schedules -Walk-throughs -Monitor curriculum implementation <p>Summative: EOY TPRI/Tejas Lee Assessment TELPAS Reading STAAR Reading scores</p>				

acquisition. Professional Development activities are included below. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension).

1. New Teachers to the School

Will be required to attend the New Teacher In-service Professional Development Days that scheduled at the beginning of the school year or at the start of the 2nd semester (January).

2. Response to Intervention

Language Enrichment

Esperanza

Reading Readiness

Preparacion para la lectura

3-tier model

Ready Set Teach

21 days Centers

Effective Differentiated Instructional Practices

Houghton Mifflin Harcourt Core reading program

Reading Academies

3. Substitute Teacher Salary

A Substitute Teacher Salary will be provided for substitutes while teachers attend professional development.

4. Sheltered Instruction Professional Development

Population:

(AR)

(SE)

Non-Lep

(LEP)

(MI)

(DYS)

(GT)

(TI)

Timeline--Weekly assessments starting in August 2016-June 2017

-Campus assessments using TANGO Trends once every 7 weeks

-District Benchmark January 2017

CNA 10

Funding Sources: State Bilingual - \$1500.00, Local - \$1000.00, State Bilingual - \$1000.00, State Compensatory - \$781.00, State Bilingual - \$1000.00, State Compensatory - \$3000.00, Title III-A - \$500.00, Title III-A - \$500.00, Title I-A - \$1500.00, Title I-A - \$1500.00

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Academic Vocabulary Teachers will be trained on how to address the need to improve student use & comprehension of academic vocabulary by using Marzano's vocabulary instruction and Academic Vocabulary for English Language Learners in Texas. The use of these materials will enable students to show measurable improvement on PBMAS, SELP/SSLP, TELPAS Reading & Reading STAAR scores, TPRI & Tejas Lee scores.</p>	3, 4, 5	<ul style="list-style-type: none"> -Administration -Dean of Instruction -PK-5th grade teachers -Spec. Ed. teachers 	<p>Formative: Weekly assessments, Campus Assessments BOY & MOY TPRI/Tejas Lee, progress monitoring instrument District Benchmarks Walk-throughs Monitor for implementation BOY & MOY C-PM Summative: EOY TPRI/Tejas Lee Assessment EOY C-PM TELPAS Reading & Reading STAAR scores</p>				
<p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline-August 2016-June 2017</p> <p>CNA 11-12</p>	<p>Funding Sources: No Funds Required - \$0.00</p>						

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>3) Reading Renaissance Learning: This program is set up to motivate students to read. Students self select books (at their level) and take quizzes that focus on comprehension. Students comprehension, fluency and love of reading increases. Students will also be exposed to a plethora of vocabulary development by reading an extensive library of books.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--August 2016-June 2017 Daily</p> <p>CNA 5-7, 16-17</p>	8	<ul style="list-style-type: none"> -Administration -Dean of Instruction -Librarian -K-5th grade teachers -Spec. Ed. teachers 	<p>Formative-Monitor Accelerated Reader for student point accumulation, Campus & District assessment scores, BOY & MOY TPRI/Tejas Lee Summative-EOY TPRI/Tejas Lee scores, TELPAS Reading scores & STAAR scores</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>4) Librarian Resources The librarian will use pre-inked stamps, labels, label protectors to label books according to the reading level. The librarian will also use tools (peelers) to maintain library books. The librarian will use wall and door hang-up racks for auditory library book storage and audio adapters to enable students to use headphones for the audio book library. The Librarian will order books to supplement the library including class sets.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--August 2016-June 2017/Weekly</p> <p>CNA 15</p>		-Librarian -Administration	Formative-Monitor library maintenance Summative-Extended use of library books for Reading Renaissance Learning implementation				
<p>Funding Sources: No Funds Required - \$0.00, TLI - \$6164.00, State Compensatory - \$5000.00, 197 Projects - \$4191.00, 197 Projects - \$386.00, Local - \$200.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>5) The campus librarian will attend professional development from Reading Renaissance Learning in an effort to acquire the latest updates as they occur in the Accelerated Reading Program. She will also attend other sessions to update her personal knowledge and skills by attending continuing professional educational opportunities.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--August 2016-June 2017</p> <p>CNA 10</p>	3, 4	-Librarian -Administration	Formative-ERO attendance Summative-ERO attendance To determine growth in independent reading levels.				
Funding Sources: No Funds Required - \$0.00							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>6) Reading Instructional Materials: Teachers will use instructional materials to differentiate instruction for students in Reading. Teachers will use leveled Houghton Mifflin Harcourt, Florida Center for Reading Research Activities, Language Enrichment & Language Arts materials and library reading logs. Teachers will use duplicating paper to reproduce instructional activities for tutorials and small group instruction. Teachers will also use Team Mats for use during small group instruction to facilitate literacy center management. Teachers use boom box CD radios in</p>	3	-Dean of Instruction -PK-5th grade Reading classroom teachers -Special Ed. Teachers -Librarian	Formative: Weekly tests, TPRI/Tejas Lee BOY & MOY Assessment, Campus Assessments and District Benchmarks -RTI intervention documentation -Walk-throughs BOY & MOY C-PM Summative: 3rd-5th grade Reading scores on STAAR, STAAR-Alternate & STAAR-A 60% above on Reading TELPAS EOY C-PM				

order to implement their listening centers, including Read Naturally reading practices, during small group reading instruction.

Open purchase order for expo-markers, markers, paper, broken line paper, drawing manila paper, colored paper(for arts & crafts), colored tag board(for arts & crafts), pencil sharpeners, dry erase markers, laminating film, sentence strips, bordette, poster boards, chart rings, paint, staples, staplers, tape, glue sticks, supplies, clocks, kleenex, batteries and plastic binding combs to create instructional reading booklets for students. PK and Kinder teachers will have access to plastic alphabet letters for use with the Alphabet Arcs during Reading Readiness. Our students receiving Special Ed. instruction will use Reading Mastery Reading workbooks based on their level to improve reading, fluency and comprehension.

Open purchase order at the Media Center to be used to print reading logs. The Librarian will provide teachers with feedback on student performance at the end of every six weeks. She will use duplicating paper and printer ink to reproduce Accelerated Reading Reports. Student logs will be used daily to ensure that students are successfully using the Accelerated Reading Program.

Population:
(AR)
(SE)
Non-Lep
(LEP)
(MI)
(DYS)
(GT)
(TI)

Timeline--Weekly assessments starting in August 2016-June 2017
-Campus Unit Assessments
once a six weeks
1st 6 weeks-9/23/2016
2nd 6 weeks-11/4/2016
3rd 6 weeks-12/20/2016
4th 6 weeks-2/17/2017
5th 6 weeks-4/21/2017
6th 6 weeks-6/6/2017
-District Benchmark January 2017

CNA 5-7, 11-12

Funding Sources: State Bilingual - \$1000.00, Local - \$4192.00, Title I-A - \$2000.00, State Bilingual - \$4147.00, Title I-A - \$11018.00, Title III-A - \$3235.00, Title III-A - \$1000.00, State Bilingual - \$2000.00, State Bilingual - \$2525.00, State Compensatory - \$2000.00, State Compensatory - \$2776.03, Local - \$1000.00, No Funds Required, Federal Bilingual - \$1246.56, No Funds Required, SPED - \$400.00, Federal Bilingual - \$1276.00, State Compensatory - \$2000.00, Local - \$3228.00, Local - \$386.00, Local - \$116.00

<p align="center">Critical Success Factors CSF 1</p> <p>7) Math Instructional Resources and Materials Teachers will use instructional resources and materials to address the needs of our students. Students will have access to manipulatives, puzzles, character building activities, and instructional games. Students will use the following items in their classrooms: ink/toner, floor mats, vocabulary journals, magnetic multiplying charts, magnetic story boards, solar systems fact finder, self checking multiplication cards, laminating paper and colored tag board. Students will also use batteries for electronic games used during small group instruction.</p>	<p>3, 9</p>	<p>-Administration -Dean of Instruction</p>	<p>Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation BOY & MOY C-PM tests, Campus Assessments & District Benchmarks -Walk-throughs -Monitor for implementation Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing STAAR scores, TELPAS online Reading test, STAAR-A and STAAR-Alternate</p>				
<p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline-August 2016- June 2017/Daily</p> <p>CNA 5-7</p>	<p>Funding Sources: No Funds Required - \$0.00, No Funds Required, Title I-A</p>						

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 7</p> <p>8) Response to Intervention for Tier II/III students: Teachers will meet with the RTI committee to review student grades, progress monitor and decide if there is a need to test for Dyslexia and Special Ed. services. PK-5th grade teachers will provide intervention for students identified as having difficulties in reading, writing, and math. RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will use the Houghton Mifflin Harcourt Intervention Activities, Florida Center for Reading Research activities, TPRI & Tejas Lee and Math & Science (Pearson Realize website) intervention activities to differentiate instruction based on student needs.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline- 9/23/2016 11/4/2016 12/20/2016 2/17/2017 4/21/2017 6/6/2017</p> <p>CNA 4</p>	<p>3, 8</p>	<ul style="list-style-type: none"> -Administration -Dean of Instruction -RTI committee -PK-5th grade teachers 	<p>Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & Aprenda, SAT-10, Campus Assessments and District Benchmarks BOY & MOY C-PM -Classroom schedules -Walk-throughs Summative: EOY TPRI/Tejas Lee Assessment, Reading STAAR scores EOY C-PM</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p style="text-align: center;">State System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors CSF 1</p> <p>9) Dyslexia Teacher: The Dyslexia teacher will provide intervention to students that have been identified with dyslexia in order to assist students meet content performance expectation and improve academic achievement.</p> <p>Population: (AR) (LEP) (MI) (DYS) (TI) Timeline--August 2016-June 2017 (Daily)</p> <p>CNA 10</p>	3, 9, 10	-Dyslexia teacher -Administration -Dean of Instruction -Administrator for State Compensatory Education	Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & Campus Assessments, District Benchmarks, lesson plans, classroom observations, student progress reports Summative: EOY TPRI/Tejas Lee Assessment & Reading STAAR scores				
<p>Funding Sources: State Compensatory - \$54588.00</p>							
<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>10) Custodial Supplies Custodial supplies will be purchased to be used during our extended day instruction (tutorial).</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--October 2016-May 3, 2017 -Weekly assessments starting in August 2016-June 2017 -Campus Assessments once a six weeks August 2016-2017 -District Benchmark January 2017</p> <p>CNA 5-7</p>		-Administration -Custodians	Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & Campus Assessments and District Benchmarks Summative: EOY TPRI/Tejas Lee Assessment, & Reading STAAR scores, TELPAS Reading scores, PBMAS, LAS scores				
<p>Funding Sources: Local - \$5000.00</p>							

<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>11) Early Reading, Math & Science Intervention: This program is based on C-PM testing. C-PM assessment results drives instruction and enables teachers to provide individualized intervention for At-Risk students. The teacher will use the C-PM manual activities to assist students having difficulty in reading, math and science.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--September 2016-May 2017</p> <p>CNA 11-12, 16-17</p>	3, 7	<ul style="list-style-type: none"> -Administration -Dean of Instruction -PK teachers 	Formative: C-PM BOY & MOY assessment Classroom schedules Walk-throughs Summative: EOY C-PM assessment				
	<p>Funding Sources: No Funds Required - \$0.00, No Funds Required - \$0.00</p>						

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>12) Curriculum Implementation: (Reading, Language Arts, Math & Science) Administration ensures that the HMH ELAR curriculum is implemented in K-5th grade to ensure success on the upcoming STAAR assessment for students in 3rd-5th grade. PBMAS and LAS scores will be impacted due to ESL instruction implemented through the HMH ELAR curriculum.</p> <p>Envision Math curriculum is implemented in K-5th grade. Students will use math manipulatives and Calendar Math Activities in order for students to internalize new math concepts. Classroom storage tray centers & mobile student work organizers will be used to store math manipulatives and organize student work.</p> <p>Administration ensures that the Science curriculum frameworks are implemented in K-5th grade.</p> <p>A multi-use folding Dolly will be used to move small furniture and fixtures to facilitate small group instruction.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--August 2016-June 2017</p> <p>CNA 5-7, 11-12</p>	<p>3, 4, 8, 9</p>	<p>-Administration -K-5th grade teachers</p>	<p>Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & Campus Assessments and District Benchmarks (Reading, Language Arts, Math & Science) -Classroom schedules -Walk-throughs Summative: EOY TPRI/Tejas Lee Assessment & Reading, Language Arts, Math & Science STAAR scores, PBMAS, LAS Scores</p>				
<p>Funding Sources: No Funds Required - \$0.00, No Funds Required</p>							

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>13) STAAR Reading, Writing, Math and Science Test Practice Materials: STAAR test practice materials will be selected by teachers and purchased to be used during tutorials in an effort to ensure that students reach 90% and above in Reading, Math, Writing and Science STAAR scores. Teachers will use duplicating paper to development STAAR activities for use during tutorials thus enabling students to practice and review the assessment format and measure student performance. The following instructional resources will be used: Mentoring Minds/Motivation Reading, Writing, Math and Science, and Forde Ferrier STAAR formatted Reading, Writing, Math, STAAR Master, MATH GPS, Fast Focus, STAAR Countdown, Measuring Up, Drops in a Bucket and STAAR Coach & Science booklets and Support Coach for Reading and Math.</p> <p>Population: (AR) Non-Lep (LEP) (MI) (DYS) (TI) (SE)</p> <p>Timeline--August 2016-June 2017</p> <p>CNA 5-7</p>	<p>2, 9</p>	<p>-Administration -2nd-5th grade teachers -Administrator for State Compensatory Education</p>	<p>Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment BOY & MOY C-PM tests, Reading, Writing, Math & Science Campus Assessments & District Benchmarks -Walk-throughs -Monitor for implementation -District/Campus assessments results Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading, Writing, Math & Science STAAR, STAAR-A, STAAR-Alternate scores, TELPAS online Reading test</p>				
<p>Funding Sources: Title III-A</p>							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>14) STAAR Reading, Language Arts, Math & Science Trainings PK-5th teachers will attend STAAR training sessions that focus on the Reading and Writing assessment blueprint, ELARs Guiding questions and Depth of Knowledge (DOK), Language Arts Cohort (LA Curriculum Frameworks), and TLI Strategies Trainings.</p> <p>New Math TEKS K-5th grade teachers will attend new Math TEKS trainings during the 2016-2017 school year to review curriculum updates and the newly adopted Envision Math textbook.</p> <p>Science PK-5th grade teachers will attend trainings during the 2016-2017 school year to review curriculum updates and the newly adopted Science textbook.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--August 2016-June 2017 9/23/2016 11/4/2016 12/20/2016 2/17/2017 4/21/2017 6/6/2017</p> <p>CNA 10</p>	4	-Campus Administrators -Bisd Curriculum Specialists	Formative: Reading, Writing, Math & Science Envision unit assessment Campus Assessments & District Benchmarks Classroom Schedules Walk-throughs Monitor for implementation Summative: Reading, Writing, Math & Science STAAR scores				
Funding Sources: No Funds Required - \$0.00, No Funds Required - \$0.00							

<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>15) OWL PK teachers will administer the OWL assessment four times a year. In an effort to identify academic (Reading, Math, Science & Social Studies) difficulties in PK students and provide early intervention. They will also progress monitor all their students throughout the school year Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-OWL Screening Assessment BOY-10/17-10/21 MOY-2/13-2/17 EOY-5/8-5/12 CNA 11-12</p>	7, 8	-Administration -Dean of Instruction	Formative: BOY Screening Assessment & Progress Monitoring 1 & 2 -Walk-throughs -OWL results -OWL progress monitor results Summative: EOY OWL Assessment				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>16) Make & Take and Vertical Alignment Sessions for Reading, Writing, Math and Science PK-5th Grade, Special Ed. & Special Programs teachers will participate in Make & Take and vertical sessions in order to create instructional activities to be used in small group and to differentiate instruction. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-September 2016-June 2017 CNA 10</p>	4, 5	-Administration -Dean of Instruction	Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation BOY & MOY C-PM tests, Reading, Writing, Math and Science Campus Assessments & District Benchmarks -Monitor for activity implementation Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing Reading, Writing, Math and Science STAAR scores, TELPAS online Reading test, and STAAR-Alternate				
Funding Sources: State Compensatory - \$4000.00							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>17) Language Arts Professional Development Language Arts professional development to new teachers, to the grade level, to implement effective literacy program. Campus Turn-Around Trainings, Cognitive Strategies Trainings are provided to faculty and staff to improve student achievement and increase our Campus Assessments, District benchmarks, STAAR reading and language arts and TPRI/Tejas Lee and TELPAS online reading scores. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 10</p>	3, 4, 8	-Administration -Dean of Instruction	Formative: -Meeting agendas -Sign-in sheets -Walk-throughs Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing STAAR scores, TELPAS online Reading test, and STAAR-Alternate				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>18) Professional Development for designated grade level assessment. Campus professional development and data analysis meetings for C-PM, TPRI/Tejas Lee, STAAR, Campus Assessments and District Benchmarks. The assessment data analysis will inform our instruction to enable our students to improve their reading, math, writing and science scores. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-May 2017 CNA 10</p>	4	-Administration -Dean of Instruction	Formative: Agendas, sign-in sheets & handouts, RTI plans and tutorials, RTI documentation and tutorials attendance sheets and lesson plans. -Meeting agendas -Sign-sheets -C-PM, TPRI, & Tejas Lee results Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading, Writing, Math and Science STAAR scores, TELPAS online Reading test, and STAAR-Alternate				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1</p> <p>19) Bilingual Picture Dictionaries PK-2nd Students will have use bilingual picture dictionaries to facilitate their 2nd language acquisition. Our 5th grade ELL students will use dictionaries as part of their bilingual accommodations in an effort to facilitate reading comprehension. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-May 2017 CNA 11-12</p>	9	-Administrators -Dean of Instruction -PK-2nd grade teachers -5th grade teachers	Formative: weekly assessments, TPRI/Tejas Lee progress monitoring, and C-PM -Walk-throughs Summative: TPRI/Tejas Lee BOY, MOY, & EOY assessment, campus benchmarks STAAR Reading, Math, Science scores				
Funding Sources: No Funds Required - \$0.00, No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>20) 6 Traits of Writing & Write for Success Our 3rd-5th grade teachers attended the 6 Traits of Writing training in an effort to improve their students writing scores. PK-2nd will use Write for Success to follow the writing process in an effort to produce effective writers. They will implement the Writing strategies by using composition books for every student (K-5th) to enable them to produce writing samples on a weekly basis for review. PK-5th grade teachers will turn in writing journals to Administration, for review, on a weekly basis. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 10, 11-12</p>	3, 4	-Administration -Dean of Instruction	Formative: weekly and Campus Assessments, District Benchmarks -Walk-throughs -Monitor for 6 Traits of Writing & Write for Success strategy implementation Summative: STAAR Writing Scores				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>21) Small group and Individualized Instruction Based on recent benchmark scores, Campus Administrators will conduct more classroom walk-throughs and classroom visits to ensure that teachers are providing small group and individualized instruction based on student needs.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 8-9</p>	3	-Administration -Dean of Instruction	Formative: Walk-through documentation -Walk-throughs -Monitor for small group implementation Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing STAAR scores, TELPAS online Reading test, and STAAR-Alternate				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>22) Motivational Presentation We will have 3rd -5th grade teachers listen to a motivational speaker that will address them on maintaining focus and setting goals with the end in mind.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-May 2017 CNA 8-9</p>	3	-Administration	Formative: Walk-through documentation -School Purchase Order Summative: STAAR scores				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>23) Reading, Writing, Math and Science Maintenance Meetings PK-5th grade teachers will attend monthly Reading, Writing, Math and Science Maintenance meetings to receive curriculum updates.</p> <p>Planners Teachers will use planners to keep track/document staff development.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline- 9/23/2016 11/4/2016 12/20/2016 2/17/2017 4/21/2017 6/6/2017</p> <p>CNA 10</p>	4	-Dean of Instruction -Principal -K-5th grade teachers	Formative: District benchmarks, unit assessments, Campus Assessments, & Envision unit assessments -Monitor for Math curriculum updates -Walk-throughs Summative: unit assessment, Envision unit assessment & STAAR Math test scores				
Funding Sources: Title I-A, No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>24) Math the TEKS Way & OWL Math: Teachers will use Math the TEKS Way, OWL Math and the CIRCLE manual to improve students' math skills.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2016-June 2017 CNA 11-12</p>	7, 9	-Administration -Dean of Instruction	Formative: Walk-throughs -Monitor for Math the TEKS Way implementation Summative: Improved Math Skills				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1</p> <p>25) 5th Grade Class Size Reduction Teacher Teacher will facilitate grade level to provide small group instruction for At-Risk students by reducing class size.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 11-12</p>	3	-5th grade teacher -Administration	Formative: Envision Unit Assessments and District Benchmarks -Class rosters -Position control Summative: STAAR Math scores				
Funding Sources: Title I-A - \$58224.00							
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>26) TEACH SMART and Projectors Many of our teachers including Special Education teachers use SMART boards and projectors to improve their delivery of instruction. They are able to project interactive lessons that involve their students thus improving student achievement in different academic areas including Reading, Math, and Science.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-August 2016-June 2017 CNA 16-17</p>	3, 9	-Administration	Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation BOY & MOY C-PM tests, Campus Assessments & District Benchmarks -Walk-throughs Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing STAAR scores, TELPAS online Reading test, and STAAR-Alternate				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>27) REDCAT System Special Education teachers have access to the REDCAT system in order to project their voice during instructional (Reading, Math and Science) time. This process enables the students to follow along more effectively during the lesson and thus allowing them to internalize new information more efficiently.</p> <p>HATCH Interactive Learning Software and ISTART Mobile Pad Students in our PPCD unit have access to the HATCH Interactive Learning Software and ISTART Mobile Pad. Students are able to use this interactive tool during Reading, Math and Science.</p> <p>SMART Table Students in our PPCD unit have access to a SMART table. The table can be used in a small group to have students participate in an interactive lesson for Reading, Math and Science.</p> <p>Population: (SE) Timeline--August 2016-June 2017 CNA 5-7</p>		-Administration -Dean of Instruction	Formative: Increased student participation and improved delivery of instruction -Reading & Math Academic Reinforcement -Walk-throughs -Monitor for classroom use Summative: STAAR-Alternate Scores -COSF -Increased student participation and thorough internalization of new information.				
Funding Sources: SPED - \$0.00, SPED - \$0.00, SPED - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>28) Math Dictionaries 3rd -5th grade students will use math dictionaries in an effort to increase their math concept internalization and thus improve their math scores on campus assessments and district benchmarks and Math STAAR.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 11-12</p>	1	-Administration -Dean of Instruction -3rd -5th grade teachers	Formative: Campus Assessments and district benchmarks -Monitor for classroom use Summative: Math STAAR scores				
Funding Sources: State Bilingual - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>29) Edusmart Science Teachers will use the Edusmart Science online system to facilitate delivery of instruction in science and enable students to internalize new concepts. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 16-17</p>	<p>3, 9</p>	<ul style="list-style-type: none"> -Administration -Dean of Instruction -1st -5th grade teachers 	<p>Formative: Weekly tests, campus & district assessment/ benchmarks -Walk-throughs Summative: Science STAAR scores</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>30) Field Trips Students will attend field trips that focus on science in the community in order to build life experience and thus expand their background knowledge that will prove necessary for assessment purposes. Students who reach their yearly goal of 100 AR points will be rewarded with a field trip at the end of the school year. This promotes and fosters a passion for reading and learning. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2016-June 2017 CNA 11-12</p>	<p>3</p>	<ul style="list-style-type: none"> -Administration -PK-5th grade teachers -Special Education teachers -Special Programs teachers -Librarian 	<p>Formative: Weekly tests, campus assessments, district benchmarks, AR scores -Verification of students attending the field trip -Classroom activity to tie in the learning experience Summative: AR scores & Science STAAR scores</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>31) College and Career: Students will be exposed to 7 or more college options and teachers will discuss future career options Choice Slips: 5th grade students/Pre-AP Population: 5th grade (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline-Spring 2017 CNA 4</p>	1, 2	<ul style="list-style-type: none"> -Counselors -Administration -SBDM -PK-5th, Special Ed. & Special Programs teachers 	<p>Formative: Survey -M.S. course listing guide -Monitor for participation -Choice slip count Summative: Students will write essays that will be scored holistically -100% of all choice slips will be collected</p>				
Funding Sources: Local - \$0.00							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 6</p> <p>32) Middle School Field Trip: Students will visit Garcia M.S. for orientation and to learn about the different educational opportunities offered in middle school and the expectations and requirements upon entering 6th grade. Population: 5th grade (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--May 2017 CNA 8-9</p>	8	<ul style="list-style-type: none"> -Counselors -5th grade teachers -Administration 	<p>Formative: Survey -Collaboration & coordination between Gallegos and Garcia MS to enable students to participate in the orientation Summative: Students will correctly identify middle school requirements & expectations</p>				
Funding Sources: Local - \$150.00							

<p align="center">Critical Success Factors CSF 1</p> <p>33) Sheltered Instruction Observation Protocol (SIOP)/ELPS Professional Development Teachers will attend professional development that focuses on SIOP and ELPS in order to facilitate learning for our ELL students. Students will be provided with extensive academic vocabulary development in Social Studies including content areas. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 10</p>	3, 4, 5	<ul style="list-style-type: none"> -Campus Administration -Dean of Instruction -Social Studies Teachers 	<p>Formative: Weekly Reading and Social Studies assessments and district benchmarks -Professional development opportunities/professional leaves/ERO Summative: Reading STAAR scores, and TELPAS Reading</p>				
Funding Sources: State Bilingual - \$0.00							
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>34) Our students in Life Skills units will learn about Math and Science by using major appliances including washers, dryers and stoves/ovens. They will learn to measure out soap and fabric softener in order to wash their clothes. They will use the dryer to dry their clothes. Students will also use the stove/oven to bake cupcakes after they've measured and mixed the baking ingredients. Our PPCD unit will have access to a microwave that will facilitate lifeskills instruction for our students. Lifeskills and PPCD teachers and paraprofessionals will use disposable gloves to hygienically facilitate diaper changes for some of our PPCD and Lifeskills students. Population: (SE) Timeline-August 2016-June 2017 CNA 11-12</p>	9	<ul style="list-style-type: none"> -Life Skills Teachers -PPCD Teacher -Campus Administration 	<p>Formative: teacher observation Summative: student participation and STAAR Alternate</p>				
Funding Sources: No Funds Required, No Funds Required, SPED - \$400.00							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>35) The Librarian will attend regional, state or national conferences annually and present information gained to the campus as a turn around training. The Librarian will conduct professional development for campus personnel that supports the school library program elements found in state mandated curriculum, the SBEC guidelines, the STAR Chart at the target technology level and national standards for library programs.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-August 2016-June 2017 CNA 10</p>	3, 4	-Librarian -Dean of Instruction -Campus Administration	Formative: ERO documentation, agendas & sign-in sheets Summative: ERO documentation, agendas & sign-in sheets				
<p align="center">Critical Success Factors CSF 1</p> <p>36) Students who reach their six weeks and yearly AR goals with an 85% in reading accuracy will be recognized and awarded incentives. Students will be provided with stickers, pencils, trophy's etc... The Librarian will use funds from Book Fairs to provide the incentives.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-August 2016-June 2017 CNA 5-7</p>	9	-Librarian -Dean of Instruction -Campus Administration	Formative: AR scores, BOY/MOY TPRI/Tejas Lee scores, Reading Campus/District Assessment Scores Summative: AR scores, EOY TPRI/Tejas Lee scores and Reading STAAR scores				
Funding Sources: Local - \$1600.00							

<p align="center">Critical Success Factors CSF 1</p> <p>37) Our Kinder students will all be recommended for the G/T program in an effort to identify a higher number of students so that they take advantage of differentiated instruction and thus help them realize their full potential.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2016-June 2017 CNA 5-7</p>	3	-Campus Administration -Kinder teachers	Formative: Higher/increased number of Kinder students identified as G/T Summative: Increased number of Kinder students identified as G/T				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>38) Our G/T students in Kinder-5th grade will have the opportunity to participate in activities including: Chess, UIL, Science Fair and Destination Imagination. They will need the use of a Cricut Machine and assorted cartridges to enable them to create their Desitination Imagination props and Science Fair boards.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2016-June 2017 CNA 5-7</p>	3	-Campus Administration -Kinder-5th grade teachers -Chess, UIL, Science Fair and Destination Imagination sponsors	Formative: Increased participation in Chess, UIL, Science Fair and Destination Imagination Summative: Increased participation in Chess, UIL, Science Fair and Destination Imagination, increased percentage of Advanced Academic Achievement on STAAR for 3rd-5th G/T students				
Funding Sources: No Funds Required, Advanced Academics, No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>39) Professional Development Our teachers will attend professional development for Reading, Writing, Math, Science and Social Studies in an effort to improve student achievement on campus assessments, district benchmarks and STAAR and enable them to provide high quality instruction.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2016-June 2017 CNA 11-12</p>	3, 4, 5, 9	-Dean of Instruction -Curriculum Specialists -PK-5th grade teachers -Special Ed. teachers -Special Programs teachers	Formative: BOY & MOY TPRI/Tejas Lee assessments, campus assessments and district benchmarks Summative: EOY TPRI/Tejas Lee assessments, STAAR Reading, Math and Science				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>40) System for Sustainability of TLI Strategies PK students will be assessed with the C-PM during BOY, MOY and EOY. PK teachers will use the OWL assessment to progress monitor students.</p>	1, 3, 9	-Dean of Instruction -Administration -Curriculum Specialists -PK-5th grade teachers	Formative: BOY & MOY TPRI/Tejas Lee assessments, campus assessments and district benchmarks, walk-throughs Summative: EOY TPRI/Tejas Lee assessments, TELPAS Reading, STAAR Reading, Math and Science				

K-3rd students will be assessed with TPRI/Tejas Lee at BOY (9/5-9/16), MOY (1/23-1/27), and EOY (4/19-4/28). They will be progress monitored every 2 weeks. Data analysis will done after the assessment to drive instruction and track student performance.

Our focus will be on vocabulary development and reading comprehension. Our teachers will use the Frayer Model and Marzano's academic vocabulary development strategies. 1st-5th grade teachers will use a fluency tracker every week to document fluency for their students and they will provide the Dean of Instruction with a copy of the fluency tracker for review.

Lesson Plans are turned in to Administration for review on a weekly basis to ensure that the district curriculum frameworks, scope & sequence and TEKS are being implemented.

Population:

(AR)

(SE).

Non-Lep

(LEP)

(MI)

(DYS)

(GT)

(TI)

Timeline:

OWL

BOY-10/17-10/21

MOY-2/13-2/17

EOY-5/8-5/12

C-PM

BOY-9/24-10/6

MOY-1/16-1/27

EOY-4/19-28

TPRI/Tejas Lee

BOY-9/5-9/16

MOY-1/23-1/27

EOY-4/19-4/28

CNA 7

Funding Sources: TLI



= Accomplished



= Considerable



= Some Progress



= No Progress



= Discontinue


Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.

Performance Objective 1: Students at Gallegos Elementary will increase participation in our Choral Music program, Coding Club and Basketball team by 25% to ensure that they represent the campus at performance events at the district level and within our community.

Summative Evaluation: Increased participation and increased performance events within our community.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 6</p> <p>1) Our 5th grade students will participate in our Choral Music program at Gallegos Elementary. They will also perform throughout the community including: singing at Dean Porter Park during the Christmas season, campus Christmas program and the nursing home. Our music teacher uses musical resources to facilitate student singing.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: December 2016 CNA 8-9</p>	3	-Campus Administration -Music Teacher	Formative: Increased student participation at different events throughout the community.				
<p>Funding Sources: Local - \$675.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>2) Our PK-5th grade students will participate in our annual Christmas Program at Gallegos Elementary.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: December 2016 CNA 8-9</p>	3	<ul style="list-style-type: none"> -Campus Administration -Music Teacher -PK-5th Teachers 	Formative: Increased student participation at different events throughout the community.				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>3) Fine Arts in the Classroom: All students will have an opportunity to participate in fine arts activities that will enhance student learning in different academic areas.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2016-June 2017 CNA 11-12</p>	8	<ul style="list-style-type: none"> -Administration -PK-5th grade teachers 	<ul style="list-style-type: none"> -Formative: Weekly and ongoing activities & projects -Monitor for implementation -Walk-throughs -Summative: Active student participation and final product/project activities 				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Coding Club A group of 4th and 5th grade students will participate in our Coding Club that focuses on technology, math, science and ELA</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT)</p> <p>Timeline: September 2016-June 2017</p> <p>CNA 9</p>	1, 3	-Dean of Instruction -Administration -2nd grade teachers	Formative: Student participation in ongoing online coding events ex. Worldwide Coding Day in December 2016 Summative: Final Coding project to be presented at the end of the 2016-2017 school year.				
Funding Sources: Local							
<p align="center">Critical Success Factors CSF 6</p> <p>5) Basketball Team A group of our 3rd-5th grade students will participate in our Gallegos Basketball team. In an effort to promote health, well being, sportsmanship and student participation.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT)</p> <p>Timeline: September 2016-June 2017</p> <p>CNA 9</p>	3	-Administration -Dean of Instruction -Coach -Basket ball sponsor	Formative: Increased participation Summative: Improved motivation, active participation, increased sportsmanship behavior				
Funding Sources: No Funds Required							
							

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

Performance Objective 1: Increased early identification and early intervention for all students at-risk for failure, at Dr. Ruben Gallegos Elementary, in an effort to decrease the number of students identified at-risk of dropping-out in subsequent years and increase at-risk student achievement by 5% and increase at-risk student attendance by 10%.






Summative Evaluation: STAAR, the At-Risk Student Attendance Rate, and Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Gallegos Elementary will implement tutorials and remediation strategies in core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement.</p> <p>Extended Day: This program is designed to increase instructional time for students having difficulty in mastering Reading, Math, Writing, & Science concepts during the regular day. Teachers work with students to enable them to show measurable improvement on Reading, Math, Writing, & Science STAAR, and TELPAS Reading online assessments by providing interventions based on student need. Our students need transportation for the 2nd semester of our extended day instruction so that they can continue attending our program. Our students also need instructional materials for use during tutorial in order to differentiate instruction.</p> <p>Population: (AR) (T1) (M1) (LEP)</p> <p>Timeline--September 20, 2016-May 3, 2017 CNA 5-7</p>	2, 3, 9	<ul style="list-style-type: none"> -3rd-5th grade teachers -Dean of Instruction -Administration -Administrator for State Compensatory Education 	<ul style="list-style-type: none"> -Formative: tutorial lesson plans, tutorial classroom observations, tutorial attendance, eschool Plus tutorial schedule, campus assessments, district benchmark scores, and student progress reports -Summative: -2017 STAAR Reading, Math, Science and Writing Scores, Retention Rate 				
<p>Funding Sources: State Compensatory - \$13982.00, State Compensatory - \$8107.00, Title I-A - \$9000.00, TLI - \$20000.00</p>							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>2) The campus will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups. The counselor will use instructional materials to provide effective counseling to students on our campus.</p> <p>Individual Counseling Sessions All students including At-Risk students will receive individual counseling to address their academic needs and to develop an effective intervention plan that will enable them to achieve success.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2016-June 2017 CNA 15</p>	1, 9, 10	<ul style="list-style-type: none"> -Counselors -Administration -PK-5th grade teachers 	<p>Formative: Monthly Counselor Logs</p> <p>Summative: Lower bullying incidents will be reflected on the yearly Bullying survey due to students making better choices.</p>				
<p>Funding Sources: Local - \$150.00, Local - \$200.00</p>							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>3) Implement a district-wide plan for high quality professional development for faculty and staff. Staff Development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies. Teachers will also provide Scientifically Research Based Intervention activities and they will be stated clearly on the intervention log.</p> <p>Professional Development for Teachers with At-Risk Students: Teachers will be provided professional development that will enable them to identify At-Risk and thus facilitate early intervention for them.</p> <p>Population: (AR) Timeline--August 2016-June 2017 CNA 10, 15</p>	1, 3, 4, 10	<ul style="list-style-type: none"> -Administration -Administrator for State Compensatory Education 	<p>Formative: -ERO Session Attendance report</p> <ul style="list-style-type: none"> -Evaluation report -Classroom observations -Student progress reports -Benchmark scores <p>Summative: STAAR</p>				
<p>Funding Sources: State Compensatory - \$3500.00</p>							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Provide training to district and campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs.</p> <p>Population: (AR)</p> <p>Timeline--August 2016-June 2017 CNA 15</p>	1, 4, 10	<ul style="list-style-type: none"> -Counselors -Administration -PK-5th grade teachers -Parent Liaison 	<p>Formative: Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless.</p> <p>-ERO session evaluation report</p> <p>Summative: STAAR, Attendance rate, and the retention rate</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: (AR)</p> <p>Timeline--August 2016-June 2017 CNA 15</p>	1, 3, 10	<ul style="list-style-type: none"> -Counselors -Administration -PK-5th grade teachers -Parent Liaison 	<p>Formative: Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless.</p> <p>Summative: Ensure that homeless students are identified, enrolled in school and are provided with services that will enable them experience success</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Promote awareness throughout the district and at individual campuses regarding the availability of homeless related services within BISS and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth.</p> <p>Population: (AR)</p> <p>Timeline--August 2016-June 2017 CNA 15</p>	1, 3, 10	<ul style="list-style-type: none"> -Counselors -Administration -PK-5th grade teachers -Parent Liaison 	<p>Formative: Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless.</p> <p>Summative: STAAR, Attendance rate, and the retention rate</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Implement a food pantry and closet at every campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: (AR)</p> <p>Timeline--August 2016-June 2017 CNA 15</p>	1, 4, 10	<ul style="list-style-type: none"> -Counselors -Administration -PK-5th grade teachers -Parent Liaison 	<p>Formative: Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless.</p> <p>Summative: STAAR, Attendance rate and the retention rate</p>				
Funding Sources: No Funds Required - \$0.00							

<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> <p>8) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)</p> <p>Population: (AR) Timeline--August 2016-June 2017 CNA 15</p>	1, 2, 4, 10	<ul style="list-style-type: none"> -Counselors -Administration -PK-5th grade teachers -Parent Liaison 	<p>Formative: Monitor campus procedures to facilitate</p> <ul style="list-style-type: none"> -Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. <p>Summative: STAAR, Attendance rate and the retention rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p style="text-align: center;">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>9) Dean of Instruction</p> <p>The Dean of Instruction will work with teachers to identify At-Risk students, provide scientifically research based interventions, improve student achievement of At-Risk students, and decrease the number of At-Risk students retained. Teachers meet with the Dean of Instruction on a weekly basis to plan their weekly instruction, receive curriculum updates, and for professional development.</p> <p>The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty and staff opportunities for instructional support in order to train and retain highly qualified personnel.</p> <p>Teachers will have access to paper, colored paper and tag board, pencils, pens, pencil sharpeners, folders, markers, etc during professional development sessions.</p> <p>Population: -At-Risk -LEP -Migrant -Dyslexia Timeline--August 2016-June 2017 CNA 11-12</p>	1, 2, 4	<ul style="list-style-type: none"> -Administration -Administrator for State Compensatory Education 	<p>Formative:</p> <ul style="list-style-type: none"> -Session evaluation report -ERO session attendance report -lesson plans -classroom observations -campus assessment scores -district benchmark scores -student progress reports <p>Summative: STAAR scores</p>				
<p>Funding Sources: State Compensatory - \$63413.00</p>							

<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>10) The Dean of Instruction will use printer ink so that she can print out TPRI/Tejas Lee, Campus Assessments and District Benchmarks reports in order to conduct data and item analysis with teachers and administrators. All in an effort to improve student achievement by driving instruction. Population: (AR) Timeline--August 2016-June 2017 CNA 11-12</p>	1	-Campus Administration	Formative: BOY & MOY TPRI/Tejas Lee, campus assessments and district benchmarks -TPRI/Tejas Lee & C-PM Reports -ETAZO & Tango-Central Reports -Eduphoria/Aware Reports Summative: EOY TPRI/Tejas Lee, campus assessments, & district benchmarks				
Funding Sources: No Funds Required							
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>11) A Full Day Pre-K program will be provided in order to better prepare qualified students academically, provide early intervention and increase student literacy. Population: (AR) Timeline--August 2016-June 2017 (Daily) CNA 11-12</p>	3, 10	-Principal -Dean of Instruction -CIRCLE consultants -Bilingual Department -Curriculum Specialists -Administrator for State Compensatory Education	-Formative: Our Lifeskills and PPCD teachers and paraprofessionals will use disposable gloves to hygienically facilitate diaper changes for some of our lifeskills and PPCD students. C-PM (Beginning of Year, Middle of Year) -C-PM Reports -Walk-throughs -Monitor for curriculum implementation -lesson plans -classroom observations -Summative: C-PM End of Year				
Funding Sources: State Compensatory - \$108527.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: The percent of students taking the SAT/ACT will increase by 10% and the percent of students at or above the criterion will increase by 10%.

Students at Dr. Ruben Gallegos Elementary will be exposed to college preparedness activities to encourage higher learning participation.

Summative Evaluation: Increased Student Participation by 90%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Technology lab participation: Students will have access to the computer labs so that they can create power points, spreadsheets, and graphs for presentations in class, and Science Fair.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline-November 2016 CNA 16-17</p>	9	-Administration -Title I Technology Support Teacher -2nd -5th grade teachers	Formative: Classroom projects & presentations -Walk-throughs Summative: Science Fair presentations				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) College Day Faculty and staff will inform students about different colleges & universities thus enabling students to make decisions about their future course of study.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--October 2016 CNA 4</p>	10	-Administration -Dean of Instruction -Counselors PK-5th grade teachers	Formative: student survey -Monitor & promote participation Summative: student survey				
Funding Sources: No Funds Required - \$0.00							

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>3) Career Day We will host a Career Day highlighting different professionals to attend and inform our 4th and 5th grade students about possible professions that might interest them as a future career. (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline: May 2017 CNA 13-14</p>	10	<ul style="list-style-type: none"> -Administration -Dean of Instruction -SBDM -Counselors -PK-5th, Sped & Spec. Programs Teachers -Librarian 	<p>Formative: Career information & Student Participation</p> <p>Summative: Career Day Professionals Participation, Sign in sheets, Pictures</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Discipline referrals (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.

Discipline referrals will be reduced at Dr. Ruben Gallegos Elementary.

Increase the student attendance rates for all district schools 97.5% for elementary schools. Increase the student attendance rates for all students at Dr. Ruben Gallegos Elementary in order to be in compliance with state, district and AYP standards

Summative Evaluation: Reduced number of discipline referrals, removals and expulsions.

Meet AYP

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) The Assistant Principal and Counselor at Gallegos Elementary provide training for administrators and new teachers: (a) to effectively utilize RTI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Population: -Administrators -New Teachers -All students Timeline--August 2016-thru June 2017 CNA 15</p>	10	<ul style="list-style-type: none"> -Principals -Assistant Principals -Counselors -Professional Development -RTI Specialist 	<p>Formative: -Meeting agendas, sign-in sheets, ERO, RTI 360 -Agenda -Sign-in Sheets</p> <p>Summative: Decreased number of RTI 360 referrals for discipline</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>2) Provide professional development based on level of expertise and need in the following areas: (a) Bullying Prevention (b) Violence/Conflict Resolution (c) Recent Drug Use Trends (d) Resiliency/Developmental Assets (e) Dating Violence (f) Signs of Child Abuse (g) Response to Intervention (RTI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Population: -Administrators -Campus Staff & Faculty -All students Timeline--August 2016-thru June 2017 CNA 10, 15</p>	4	Administrators -Principals -Asst. Principals -Counselors	Formative: Meeting agendas, sign-in sheets, & ERO -Attendance Roster -Professional Development Evaluation -PEIMS Discipline Reports Summative: Decreased number of RTI 360 referrals for discipline				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>3) Gallegos Elementary will develop and maintain an Emergency Operations Plan. *Plan must be multi-hazard in nature *Must be reviewed and updated annually by the campus safety and security committee. *The following drills must be practiced accordingly: (a) Lockdown drills (3 times per year) (b) Shelter-in-place (c) Drop & Cover (d) Evacuation In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: Administrators -Campus Staff & Faculty -Guidance & Counseling -Students & Parents Timeline--August 2016-thru June 2017 CNA 15</p>	4	Administrators -Faculty & Staff -BISD Police & Security	Formative: Emergency Operation Plan -After Action Reviews -Sign-in Sheets -Evaluations -Audits -Monthly drills/calendar documentation Summative: Monthly drills/calendar documentation -Implementation of Emergency Operation Plan				
Funding Sources: No Funds Required - \$0.00							






<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Gallegos Elementary must have an identification security system. *All faculty must obtain and display an identification card while on school grounds *Visitors must present an identification at sign-in and *Escorted at all times Population: -Administrators -Campus Faculty & Staff -All BISD Personnel -Visitors Timeline--August 2016-thru June 2017 CNA 15</p>	10	Administrators -Faculty & Staff -BISD Police & Security	Formative: Monitor campus procedures to ensure student, faculty and staff safety -Audits -Evaluation Sheets Summative: Monitor campus procedures to ensure student, faculty and staff safety & implement Emergency Operation Plan if necessary				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. Campus Officers when possible will address current trends with students, parents, campus faculty & staff *Gang Awareness *Bullying *Dating Violence *Internet Safety *Drug, Alcohol and Tobacco Awareness *Gun Safety *Teen Community Emergency Response Team (CERT) *Truancy *Emergency Operations Plan (EOP)-Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Population: -Administrators -Campus Faculty & Staff -Guidance & Counseling -Students and Parents Timeline--August 2016-thru June 2017 CNA 15</p>	4, 10	Administrators -Counselors -Parental Involvement -BISD Police & Security Services	Formative: Monitor campus procedures to ensure student, faculty and staff safety -Evaluations -Sign-in Sheets -PEIMS Discipline Reports Summative: Monitor campus procedures to ensure student, faculty and staff safety & implement Emergency Operation Plan if necessary				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Parent Presentations will be made periodically at campuses</p> <ul style="list-style-type: none"> *Gang Awareness *Bullying *Dating Violence *Internet Safety *Drug, Alcohol & Tobacco Awareness *Gun Safety *Teen CERT *Truancy *EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. <p>Population: -Students -Parents</p> <p>Timeline--August 2016-thru June 2017 CNA 15</p>	4, 6, 10	<ul style="list-style-type: none"> -Administrators -Counselors -Parental Involvement -BISD Police & Security Services 	<p>Formative: Parental involvement meetings, agendas and sign-in sheets</p> <ul style="list-style-type: none"> -Evaluations -Sign-in Sheets <p>Summative: -Increased parent participation</p> <ul style="list-style-type: none"> -Evaluations -Sign-in Sheets 				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Dating Violence Policy</p> <ul style="list-style-type: none"> *Maintain a written safety plan developed by the campus safety committee *Meet annually with parents for awareness education *Provide training for administrators, counselors, and teachers *Provide counseling for students involved in offenses *Implement enforcement of protective orders and school based alternatives to protective orders <p>Designed to empower victims of dating violence to report dating violence.</p> <p>Population: -Administrators -Faculty & Staff -Guidance & Counseling -Students & Parents</p> <p>Timeline--August 2016-thru June 2017 CNA 15</p>	4, 6	<ul style="list-style-type: none"> -Administrators -Counselors -Professional Development -Parental Involvement -BISD Police & Security Services 	<p>Formative: Meetings, agendas, sign-in sheets</p> <ul style="list-style-type: none"> -Evaluations -Audits -Sign-in Sheets -PEIMS Discipline Reports <p>Summative: -Increased parent participation</p> <ul style="list-style-type: none"> -Evaluations -Sign-in Sheets 				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>8) Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed. Population: (AR) (SE) Timeline--August 2016-thru June 2017 CNA 15</p>	9	<ul style="list-style-type: none"> -Principal -Counselors 	<ul style="list-style-type: none"> Formative: Monthly Counselor log -Student sign-in sheets -Counselor logs Summative: Monthly Counselor log -Student sign-in sheets -Counselor logs -Improvement in student behavior 				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>9) Red Ribbon Week: During Red Ribbon Week, students will gain awareness of current trends in substance abuse and thus be motivated to lead a healthy drug free lifestyle. They will be provided incentives to promote Red Ribbon Week. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline-October 2016 CNA 15</p>	10	<ul style="list-style-type: none"> -Administration -Counselors -Teachers PK-5th -Nurse 	<ul style="list-style-type: none"> Formative: Implement campus activities & monitor for participation -Student/Teacher/Campus wide Participation Summative: Increased drug awareness and promotion of healthy living 				
Funding Sources: No Funds Required - \$0.00, Local - \$100.00, Local - \$831.79, Local - \$876.40							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>10) Kagan Cooperative Learning Strategies: PK-5th, Special Ed, and Special Programs teachers will implement the Kagan Cooperative Learning Strategies they learned at a professional development session. Students will learn about team building, cooperative learning, and classroom management in an effort to increase engagement during daily lessons and routines.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline: August 2016-June 2017 CNA 8-9</p>	3, 4	<ul style="list-style-type: none"> -Campus Administrators -Dean of Instruction -PK-5th, Special Ed. & Special Programs teachers 	<p>Formative: Campus/District assessments and benchmarks, BOY & MOY TPRI/Tejas Lee scores</p> <ul style="list-style-type: none"> -Effective classroom management -Increased student engagement -Team building amongst students <p>Summative: STAAR scores, TPRI/Tejas Lee scores</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>11) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring/management included in the campus improvement plan. *Ensure that campus student attendance meets District and State rates so that students meet their full educational potential</p> <p>Population: -Campus Staff -Attendance Personnel Timeline--2016 Fall Semester CNA 4</p>	1	<ul style="list-style-type: none"> -Principal -Asst. Principal -PEIMS Supervisor -Attendance Clerks -Attendance Liaisons -Attendance Clerk -Data Entry Clerk 	<p>Formative: Weekly review of campus attendance rates</p> <ul style="list-style-type: none"> -Monitor attendance <p>Summative: Monitor Campus Attendance Management plans as needed by campus visitations by attendance office</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>12) Reduce by 5% yearly that out-of-school suspensions on every campus by researching and evaluating 2015-2016 number of days students were absent due to OSS. *To increase campus student attendance rates and improve student instructional levels Population: -Campus Administration Timeline- 9/23/2016 11/4/2016 12/20/2016 2/17/2017 4/21/2017 6/6/2017 CNA 4</p>	1	<ul style="list-style-type: none"> -Principal -PEIMS Supervisor -Attendance Clerk -Discipline Clerk -Computer Services 	<p>Formative: Principal will analyze OSS report at the end of each 6 weeks to determine increase or decrease in OSS -Suspension list Summative: Decreased number of student suspensions and reduced number of RTI 360 referrals for discipline</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>13) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Students will be provided with incentives (trophies, ribbons, certificates, stickers, pencils, notepads, jump ropes, pencil cases, yo-yos etc...to promote perfect attendance and motivate students to be at school every day. Teachers will use stamps with their name to sign the end of six weeks perfect attendance certificates. *Campus recognition of students for Perfect Attendance Achievement that increase learning performance At Gallegos Elementary, students that achieve perfect attendance are recognized during the campus awards ceremony. Parents are invited to attend. Population: -PreK-5th grade students Timeline- 9/23/2016 11/4/2016 12/20/2016 2/17/2017 4/21/2017 6/6/2017 CNA 4</p>	1	<ul style="list-style-type: none"> -Principal -PEIMS Supervisor -Data Entry Clerk -Student Accounting 	<p>Formative: ADA -Campus Documentation -Awards each six weeks Summative: End of Year awards & recognition</p>				
Funding Sources: State Compensatory - \$1000.00, Local							

<p align="center">Critical Success Factors CSF 6</p> <p>14) BISD Media Center Printing: Open purchase order for absence forms, professional leaves, PRC forms, transportation requests, cash payment forms & permits to leave campus (students) & tardy slips Population: -PK-5th Timeline-Aug 2016-June 2017</p>	1	-Principal -PEIMS Supervisor	Formative: Campus budget funds -Campus Documentation Summative: Campus budget funds -Campus Documentation				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Performance Objective 1: There will be a minimum 10% increase of parental involvement at Dr. Ruben Gallegos Elementary. They'll participate in campus and district level activities during the 2016-2017 school year.






Summative Evaluation: Composite of End of Year Survey/Title-I-A Parental Involvement Compliance Checklist

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) The school community at Gallegos Elementary will complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Population: Parents Timeline--Sept. 2016 thru Dec. 2016 CNA 13-14</p>	6	-Principal -Parent Liaison	Formative: District and Campus Parental Involvement Policy -Parental involvement meetings, agendas, & sign-in sheets Summative: Composite of End of Year Survey/Title-I-A Parental Involvement Compliance Checklist. STAAR results, attendance rate, discipline referrals				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 5</p> <p>2) At Gallegos Elementary, the Parent Liaison and PK-5th grade teachers disseminate the School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Population: -Parents -Students -Schools Timeline--Sept. 2016-thru Dec. 2016 CNA 13-14</p>	6	-Principal -Parent Liaison -PK-5th grade teachers	Formative: School-Parent-Student Compacts -School-Parent-Student Compact count Summative: Composite of End of Year Survey/ Title-I-A Parental Involvement Compliance Checklist. STAAR results, attendance rate, discipline referrals				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5</p> <p>3) At Gallegos Elementary, we conduct an Annual Title I meeting to inform parents of services provided through Title I funds. Population: -Parents -School -Students Timeline--Sept. 2016 CNA 13-14</p>	6	-Principal -Parent Liaison	Formative: Agendas, Sign-in Sheets, Minutes -Parental involvement meetings, agendas, & sign-in sheets Summative: Composite of End of Year Survey/ Title-I-A Parental Involvement Compliance Checklist STAAR Results, attendance rate, discipline referrals				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5</p> <p>4) The school community will conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Population: -Parents Timeline- May 2017 CNA 13-14</p>	6	-Principals -Parent Liaisons	Formative: Survey Results -Survey results Summative: Composite of survey results Title-I-A Parental Involvement Compliance Checklist, STAAR results, attendance rate, discipline referrals				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5</p> <p>5) At Gallegos Elementary, we ensure representation of community and parent involvement in the decision-making process. Parent Liaison will use paper supplies to make copies of handouts, brochures and fliers for parents to be used during meetings. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parental Involvement Policy *School-Parent-Student Compact *Campus Improvement Plan Population: -Parents Timeline--August 2016-thru May 2017 CNA 13-14</p>	6	-Principals -Parent Liaison -Dean of Instruction -SBDM -LPAC	Formative: Calendar, Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact, Parent Representative List -Meeting agendas, sign-in sheets Summative: Composite of meeting minutes STAAR Results, attendance rate, discipline referrals Title-I-A Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) At the start of each school year, the Gallegos Elementary school community hosts a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. *Student Code of Conduct *Student-Parent-School Compact *Parental Involvement Policy *Emergency Operation Procedures *Volunteer Guidelines and Opportunities Population: -Parents & Community Timeline-September 2016 CNA 13-14</p>	6	-Campus Administrators -Parent Liaisons	Formative: Agendas, Sign-in Sheets, Fliers, Brochures, Handouts, Session Evaluations -Meeting agendas, sign-in sheets Summative: Discipline Referrals STAAR Results and attendance rate Title-I-A Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) We make sure to capitalize on District and community resources by creating partnership agreements with agencies and organizations. *Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. We invite members of community to participate in our Career Day in an effort to expose students to different types of future careers. Population: -Parents & Community Timeline--August 2016-thru May 2017 CNA 13-14</p>	6, 10	-Campus Administrators -Parent Liaisons	Formative: Agendas, Sign-in Sheets, MOUs -Promote services available to the community -Summative: Increased partnerships STAAR results, attendance rate, discipline referrals				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>8) We ensure to educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. The Dean of Instruction provides training to parents that will enable them to help their children succeed. Population: -Parents Timeline--August 2016-thru May 2017 CNA 13-14</p>	4, 6	-Campus Administrators -Parent Liaisons	Formative: Agendas, Sign-in Sheets, Session Evaluations -Meeting agendas & sign-in sheets Summative: Increased parent participation/Title-I-A Parental Involvement Compliance Checklist STAAR results, attendance rate, discipline referrals				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>9) Students will use student planners to keep parents informed of their daily homework responsibilities thus enabling parents to assist with homework tasks. Students will also use writing portfolio folders to enable them to compile their 2nd language acquisition compositions. Calendar refills will be used to refill planners. Population: -Parents -Students Timeline--August 2016-thru May 2017 CNA 13-14</p>	6	<ul style="list-style-type: none"> -Campus Administrators -Parent Liaisons 	<p>Formative: Increased parent and student participation -Monitor for implementation Summative: Increased student and parent participation STAAR Results, attendance rate, discipline referrals</p>				
<p>Funding Sources: Federal Bilingual - \$356.00, Federal Bilingual - \$1014.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>10) School community will meet with parents to review the campus scores, TAPR report, and school status. Population: Parents Timeline--August/September 2016 CNA 13-14</p>	6	<ul style="list-style-type: none"> -Campus Administrators -Parent Liaisons -Teachers 	<p>Formative: Increased parent participation -Meetings and sign-in sheets Summative: Increased parent participation Title-I-A Parental Involvement Compliance Checklist STAAR results, attendance rate, discipline referrals</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>11) Parents will be able to access our computer lab so that they may receive training from our Technology support teacher on how they can access to Home Access Center in order to view their children's grades. Population: -Parents Timeline--August 2016-May 2017 CNA 16-17</p>	6	<ul style="list-style-type: none"> -Campus Administrators -Parent Liaison 	<p>Formative: Increased parent participation -eSchools access for parents to monitor student grades Summative: Home Access Center Report & increased parent participation STAAR results, attendance rate, discipline referrals</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>12) At Gallegos Elementary, we provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: STAAR testing strategies Homework strategies Renaissance Home Connect (AR at home) Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G. T., Migrant, Special Education) Building Capacity: College Readiness-Abriendo Puertas Drop-out and Violence Prevention-New Horizons Community agencies/organizations School Report Card Population: -Parents of all students and community Timeline--August 2016-May 2017 CNA 13-14</p>	6	<ul style="list-style-type: none"> -Campus Administrators -District Personnel -Parent Liaison -Librarian 	<p>Formative: Parent Conference Fliers Sign-In Sheets Conference Agendas Meeting Agendas Conference Evaluations AR points -Meetings and sign-in sheets</p> <p>Summative: STAAR Results Student Attendance Rate Discipline referrals Title-I-A Parental Involvement Compliance Checklist AR points</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>13) Funds will be allocated to provide for a Parent Liaison and payment for mileage incurred while conducting Attendance and parental involvement responsibilities; home visits and parental involvement meetings and trainings. Population: -Parent Liaison Timeline--August 2016-June 2017 CNA 13-14</p>	6	<ul style="list-style-type: none"> -Principal -Parent Liaison 	<p>Formative: Monthly Contact Log Composite Report -Campus budget</p> <p>Summative: Monthly mileage log STAAR results, attendance rate, discipline referrals</p>				
<p>Funding Sources: Title I-A - \$150.00, Title I-A - \$21818.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

Performance Objective 1: 90% of BISD migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).

Improve the overall performance of migrant students by providing necessary resources in order for all students to exceed expected performance standards and meet their full educational potential.

Summative Evaluation: 2017 STAAR Scores

EOY TPRI/Tejas Lee Results






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304 (d) are addressed.</p> <p>Timeline--August 2016-thru July 2017 Population: PFS Migrant Students</p> <p>CNA 11-12</p>	1, 2, 9	<ul style="list-style-type: none"> -Campus Administrators -Homeroom Teachers 	<ul style="list-style-type: none"> -Formative: NGS Campus Reports -Implement and promote services offered to PFS migrant students -Summative: Completed PFS Monitoring Tool 				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) At Gallegos Elementary, Migrant students are provided with grade appropriate school supplies including pencils, paper, tag board, dry erase markers, individual dry erase boards, crayons and scissors will be purchased and distributed to all migrant students in order to ensure that they have an opportunity to acquire the necessary tools to complete their daily/homework assignments. Students will have access to authentic literature (books) to build fluency and comprehension. Our 1st -5th grade PFS and migrant students will attend tutorial. Our 1st-2nd grade PFS and migrant students will use intervention activities from FCRR and the Intervention Activities Guide for additional instruction during tutorial. Timeline--August 2016-thru July 2017 Population: Migrant Students CNA 11-12</p>	1, 2	<ul style="list-style-type: none"> -Campus Administrators -Assistant Principal -Homeroom Teachers 	<ul style="list-style-type: none"> -Formative: PFS Campus Reports -Supply migrant students with school supplies to enable them to take advantage of accelerated instruction -Summative: STAAR scores and increased promotion rate 				
<p>Funding Sources: Title I-C (Migrant) - \$985.00, Title I-C (Migrant) - \$1119.50</p>							
<p>3) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program.</p> <p>Timeline--June 2016-thru July 2017 Population: PFS Students Migrant Students (PK-5th) CNA 11-12</p>	1, 2	<ul style="list-style-type: none"> -Campus Principal -Dean of Instruction -Homeroom Teachers 	<ul style="list-style-type: none"> -Formative: Eligibility Lists and Attendance Sheets -Summer school eligibility lists -Retention lists -Summative: Participants Surveys, Teacher Surveys, End-of-Summer School Programs Documentation, increased promotion rate 				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>4) Migrant students 3rd-5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Timeline--October 2016-thru May 2017 Population: 3rd-5th grade migrant students CNA 11-12, 16-17</p>	1, 2	<ul style="list-style-type: none"> -Campus Principal -Dean of Instruction -Core Subject Teachers 	<ul style="list-style-type: none"> -STAAR results -Formative: STAAR Remediation Enrollment Lists -Formative: NGS STAAR Report Benchmark Results -Summative: Current State Assessment Test Results 				
<p>Funding Sources: No Funds Required - \$0.00, No Funds Required - \$0.00</p>							

<p>5) In order to secure academic information from the NGS data base migrant students, parents and school districts (nationwide) will have access to an NGS district contact person throughout summer to ensure that accurate enrollment into educational programs.</p> <p>Timeline--June 2017-August 2017</p> <p>Population: -Migrant Students -Migrant Parents -School Districts Nationwide</p> <p>CNA 11-12</p>	1, 2	-DMC -MSC -SS NGS Clerk	-Formative: Student Information -NGS Data Base information -Summative: Completed NGS Student Transfer Document District Activity				
Funding Sources: No Funds Required - \$0.00							
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>6) MEP staff, parents and students will have access to Texas Migrant Interstate Program (TMIP) to ensure that interstate coordination is available for migrant students as they migrate throughout the nation.</p> <p>Timeline--August 2016-thru July 2017</p> <p>Population: -Migrant Students -Migrant Parents -MEP Staff</p> <p>CNA 11-12</p>	1, 2, 6	-DMC -MSC -NGS Clerks	-Monitor Texas Migrant Interstate Program -Formative: Parental, Student and District Requests -Summative: DMC and MSC Documentation				
Funding Sources: No Funds Required - \$0.00							
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>7) PFS Migrant students are provided with instructional materials to be used specifically for them during extended Tier 2 time. These instructional materials will enable these students to receive differentiated instruction.</p> <p>Population: PFS Migrant Students</p> <p>Timeline--August 2016-thru July 2017</p> <p>CNA 11-12</p>	1, 2	-Campus Administrators -Homeroom Teachers	Formative: NGS Campus Reports Weekly Campus Tests, Lesson Plans, Walk-Throughs -Monitor implementation of instructional materials used during Tier 2 time for PFS migrant students Summative: EOY TPRI/Tejas Lee, On grade level promotion rate				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1</p> <p>8) At Gallegos Elementary, teachers in PreK-3rd grade administer diagnostic assessments to identify students' academic level and thus enable them to provide individualized, leveled and accelerated instruction to migrant and non-migrant students. Population: -Migrant Students Timeline--September 2016-May 2017 CNA 11-12</p>	1, 2	<ul style="list-style-type: none"> -Campus Principal -Dean of Instruction -Elementary Teachers 	Formative: Pre-Assessment Results Campus Composites -BOY & MOY C-PM, OWL, TPRI/Tejas Lee results -Campus diagnostic results Summative: EOY C-PM, OWL, TPRI, -Tejas Lee results				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>9) Parents of migrant PK, Kinder, 1st & 2nd grade students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively. Population: -Migrant Parents of PK-2nd grade students Timeline--September 2016-May 2017 CNA 11-12, 13-14</p>	1, 2, 6	<ul style="list-style-type: none"> -Parent Liaison -Dean of Instruction -DMC -MSC 	Formative: Sign-in Sheets Visitation Logs -Meetings & sign-in sheets Summative: Sign-in sheets & Visitation Logs				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>10) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade migrant students Timeline--September 2016-May 2017 CNA 11-12</p>	1, 2	<ul style="list-style-type: none"> -Campus Principal -Dean of Instruction -Migrant Teacher -Elementary Teachers 	Formative: Three Week Progress Reports Two Week Progress Monitoring -Walk-throughs -Progress monitoring results every 2 weeks Summative: Six Weeks Report Cards -TPRI & Tejas Lee Assessment Results				
Funding Sources: No Funds Required, No Funds Required							

<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>11) In order to secure the data needed to accommodate Placement into appropriate supplemental instructional opportunities for PK, Kinder, 1st and 3rd grade migrant student's pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Teachers will administer a diagnostic assessment including C-PM, OWL TPRI or Tejas Lee to identify Tier 2 students in order to provide them early intervention to prevent failure. Population: Students PK-3rd Timeline- September 2016 BOY January 2017 MOY April/May 2017 EOY CNA 11-12</p>	1, 8	-Dean of Instruction -Homeroom Teachers	Formative: BOY & MOY C-PM, OWL TPRI, Tejas Lee results for appropriate student placement Summative: EOY C-PM, OWL, TPRI, Tejas Lee results for appropriate student placement				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>12) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 1, 2016 - May 27, 2017</p>	10	-Campus Administration -Gallegos Faculty and Staff	Formative: STAAR remediation enrollment lists, attendance reports, parent's survey Summative: Session evaluations, report cards				
Funding Sources: Title I-C (Migrant)							
<p align="center">Critical Success Factors CSF 5</p> <p>13) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: PFS/Migrant Students Timeline: April 2017</p>	10	-Campus Administration	Formative: Parent Meeting Evaluations, Student session evaluations Summative: Survey results implementation suggestions				
Funding Sources: Title I-C (Migrant)							
<p align="center">Critical Success Factors CSF 1</p> <p>14) Learning Academy targeting the core areas of Reading, Writing, Math and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary PFS Migrant Students Timeline: March 2017</p>	9, 10	-Campus Administration	Formative: Campus and district assessments and benchmarks Summative: STAAR Reading, Writing, Math and Science				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>15) Our Migrant students will have the opportunity to participate in our tutorial program. Our students will be assessed with the LION inventory to identify needed interventions for each student. The focus will be on Reading and Math. Timeline: January 2017-May 2017 Population: Migrant students</p>	9	<ul style="list-style-type: none"> -Administration -Dean of Instruction -1st grade teacher 	<p>Formative:</p> <ul style="list-style-type: none"> -BOY & MOY TPRI/Tejas Lee reading scores -District assessment/benchmark reading and math scores <p>Summative:</p> <ul style="list-style-type: none"> -EOY TPRI/Tejas Lee reading scores -TELPAS reading scores -STAAR reading, math, science and writing scores 				
	Funding Sources: Title I-C (Migrant) - \$2160.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: Students at Dr. Ruben Gallegos Elementary will demonstrate exemplary performance mastering skills in the core area subjects by using computer technology and receiving one-to-one tutorial assistance. Student participation in our morning computer lab tutorial will increase by 20% and the focus is on Study Island activities, ISTATON and Think Through Math.

Summative Evaluation: 2017 STAAR Scores in Reading, Math, Writing and Science, 2017 TELPAS Scores






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement technology training for all teachers in Microsoft Office, grade speed, lesson plans, Envision Math, Pearson benchmarks, TSMDS (Texas Science & Math Diagnostic Systems), STAAR One and Eduphoria/AWARE. Teachers will also be trained with ETAZO, KENTRO, TANGO, Edusmart Science, Adobe Acrobat applications.</p> <p>Population: -PK-5th grade teachers -Special Ed teachers -Special programs teachers Timeline--August 2016- June 2017 CNA 16-17</p>	3, 4, 5	<ul style="list-style-type: none"> -Administration -Dean of Instruction -TST -PK-5th Teachers 	<p>Formative: Campus & District Assessments/Benchmarks</p> <p>-Professional development opportunities/ERO</p> <p>Summative: STAAR scores</p>				
<p>Funding Sources: No Funds Required - \$0.00, No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>2) Implement River Deep Math, Study Island/Edmentum (Math, Reading, Writing and Science). ISTATION and Think Through Math. Students will access the Pearson website in order to complete online practice tests so they can excel on the TELPAS Reading test</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 16-17</p>	<p>3, 4</p>	<ul style="list-style-type: none"> -Administration -Dean of Instruction -TST -Teachers 	<p>Formative: -Monitor software and web based programs usage</p> <p>Summative: TELPAS Reading Scores</p>				
<p>Funding Sources: Title III-A - \$4790.00, No Funds Required - \$0.00, No Funds Required - \$0.00, No Funds Required - \$0.00, No Funds Required - \$0.00</p>							

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>3) Provide the following technology equipment:</p> <ul style="list-style-type: none"> -desktop computers -camera -headphones -laptop computers -Microsoft licenses for new software -Raptor Fee Renewal -video document cameras -projectors -lamp replacements -Printer Transfer Kit <p>This technology equipment will be used to enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. Students will be able to have access to up to date technology equipment. These materials will be used to enhance instruction and enable teachers to integrate technology in all subject areas more effectively.</p> <p>Desktop computers will be used to enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. IPADs will be used with our PK-2nd grade students. Students will be able to have access to up to date technology equipment. These computers will be used in the computer lab so that students will be able to access Edusmart Science and the Pearson website so that they can prepare for the TELPAS reading online assessment. The materials will be used to enhance instruction and enable teachers to integrate technology in all subject areas more effectively. We need the use of a camera to capture photos during school functions, projects, portfolios, awards assemblies for recognition of perfect attendance/honor roll and support HB5 documentation.</p> <p>Population:</p> <ul style="list-style-type: none"> (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) <p>Timeline--August 2016-June 2017 CNA 16-17</p>	1	<ul style="list-style-type: none"> -Principal -Dean of Instruction -TST -Classroom Teachers 	<p>Formative: Campus & District Assessments/Benchmarks</p> <ul style="list-style-type: none"> -Fixed assets information -Campus budget <p>Summative: STAAR scores, TELPAS Reading scores</p>				
<p>Funding Sources: Title I-A - \$4740.00, State Compensatory - \$25451.00, State Bilingual - \$1000.00, State Compensatory - \$7094.00, Federal Bilingual - \$133.94, Title I-A - \$1000.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>4) Board Maker Software CD Special Education teachers will have access to the Board Maker Software CD to create icons for communication with our special ed. students. Population: (SE) Timeline--August 2016-June 2017 CNA 16-17</p>	1, 3, 5	<ul style="list-style-type: none"> -Administration -Dean of Instruction -Special Education Teachers 	<p>Formative: Icon communication for Special Ed. students -Monitor for classroom implementation -Walk-throughs Summative: Improved and consistent communication between students and teachers.</p>				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>5) Projectors, projector screens and Document Cameras PK and Kinder teachers will use projectors and document cameras so that they can show visuals in an effort to improve vocabulary and oral language development. This activity will have a direct impact on student C-PM & OWL scores and TPRI/Tejas Lee results. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 16-17</p>	1, 2, 3	<ul style="list-style-type: none"> -Administrators -Dean of Instruction -TST -PK & Kinder teachers 	<p>Formative: BOY, MOY and Progress Monitoring 3 times as year C-PM & OWL. BOY, MOY TPRI/Tejas Lee and bi-weekly progress monitoring -Monitor for classroom implementation Summative: EOY C-PM & OWL and TPRI/Tejas Lee EOY results.</p>				
Funding Sources: No Funds Required - \$0.00, State Bilingual - \$480.89							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) TANGO-TRENDS, TANGO-CENTRAL & ETAZO KK-5th grade teachers will be trained with on how to use the ETAZO & TANGO-CENTRAL websites to review the library resources and assessment reports. 3rd-5th Grade teachers will be trained to enable them to train their students to input their assessment answers. Teachers will then be able to analyze assessment data from Campus Assessments and District Benchmarks Population: PK-5th grade teachers Timeline--August 2016-June 2017 CNA 16-17</p>	1, 2, 3, 4, 8, 9	<ul style="list-style-type: none"> -Dean of Instruction -PK-5th grade teachers -Campus Administration 	<p>Formative: Campus & District Assessments & Benchmarks -Walk-throughs -Monitor classroom implementation -ETAZO & Tango-Central reports and resource use Summative: STAAR Scores</p>				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 7</p> <p>7) The Librarian will use a laptop and projector to improve the delivery of instruction (literacy skills), library media lessons, provides individual reference assistance and introduces students/teachers to the use of technology and online databases as tools for accessing, gathering and using relevant information.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-August 2016-June 2017 CNA 16-17</p>	3	-Librarian -Dean of Instruction -Campus Administration	Formative: BOY, MOY TPRI/Tejas Lee Scores, Campus and District Assessments Summative: EOY TPRI/Tejas Lee Scores, STAAR Reading Scores				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Students will have access to Kindles so that they can AR test, print and electronic resources, electronic subscriptions, online databases, magazines, newspapers, encyclopedias and inter-library loans for use in the library.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2016-June 2017 CNA 16-17</p>	3, 9	-Librarian -Campus Administration	Formative: BOY/MOY TPRI/Tejas Lee scores, Campus/District Assessment scores Summative: EOY TPRI/Tejas Lee scores & STAAR Reading scores				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>9) HDMI Cables will be used along with laptops to ensure image projection on the classroom projector</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline: August 2016-June 2017 CNA 16-17</p>	3	-PK-5th Grade Teachers -Campus Administration	Formative: BOY/MOY TPRI/Tejas Lee scores, Campus/District Assessment (Math, Reading, Writing & Science) scores Summative: EOY TPRI/Tejas Lee scores & STAAR (Math, Reading, Writing, & Science scores)				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Reading/Language Arts Staff Development: Teachers will be provided with reading staff development that will enable them to provide high quality reading instruction including intervention activities for RTI. Teachers are required to attend SIOP training in order to service our bilingual students with current Sheltered Instruction strategies in an effort to facilitate student's 2nd language acquisition. Professional Development activities are included below. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). 1.New Teachers to the School Will be required to attend the New Teacher In-service Professional Development Days that scheduled at the beginning of the school year or at the start of the 2nd semester (January). 2. Response to Intervention Language Enrichment Esperanza Reading Readiness Preparacion para la lectura 3-tier model Ready Set Teach 21 days Centers Effective Differentiated Instructional Practices Houghton Mifflin Harcourt Core reading program Reading Academies 3. Substitute Teacher Salary A Substitute Teacher Salary will be provided for substitutes while teachers attend professional development. 4. Sheltered Instruction Professional Development Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--Weekly assessments starting in August 2016-June 2017 -Campus assessments using TANGO Trends once every 7 weeks -District Benchmark January 2017 CNA 10
1	2	8	Response to Intervention for Tier II/III students: Teachers will meet with the RTI committee to review student grades, progress monitor and decide if there is a need to test for Dyslexia and Special Ed. services. PK-5th grade teachers will provide intervention for students identified as having difficulties in reading, writing, and math. RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will use the Houghton Mifflin Harcourt Intervention Activities, Florida Center for Reading Research activities, TPRI & Tejas Lee and Math & Science (Pearson Realize website) intervention activities to differentiate instruction based on student needs. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline- 9/23/2016 11/4/2016 12/20/2016 2/17/2017 4/21/2017 6/6/2017 CNA 4
1	2	9	Dyslexia Teacher: The Dyslexia teacher will provide intervention to students that have been identified with dyslexia in order to assist students meet content performance expectation and improve academic achievement. Population: (AR) (LEP) (MI) (DYS) (TI) Timeline--August 2016-June 2017 (Daily) CNA 10
3	1	1	Gallegos Elementary will implement tutorials and remediation strategies in core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement. Extended Day: This program is designed to increase instructional time for students having difficulty in mastering Reading, Math, Writing, & Science concepts during the regular day. Teachers work with students to enable them to show measurable improvement on Reading, Math, Writing, & Science STAAR, and TELPAS Reading online assessments by providing interventions based on student need. Our students need transportation for the 2nd semester of our extended day instruction so that they can continue attending our program. Our students also need instructional materials for use during tutorial in order to differentiate instruction. Population: (AR) (T1) (M1) (LEP) Timeline--September 20, 2016-May 3, 2017 CNA 5-7

Goal	Objective	Strategy	Description
3	1	3	Implement a district-wide plan for high quality professional development for faculty and staff. Staff Development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies. Teachers will also provide Scientifically Research Based Intervention activities and they will be stated clearly on the intervention log. Professional Development for Teachers with At-Risk Students: Teachers will be provided professional development that will enable them to identify At-Risk and thus facilitate early intervention for them. Population: (AR) Timeline--August 2016-June 2017 CNA 10, 15
3	1	9	Dean of Instruction The Dean of Instruction will work with teachers to identify At-Risk students, provide scientifically research based interventions, improve student achievement of At-Risk students, and decrease the number of At-Risk students retained. Teachers meet with the Dean of Instruction on a weekly basis to plan their weekly instruction, receive curriculum updates, and for professional development. The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty and staff opportunities for instructional support in order to train and retain highly qualified personnel. Teachers will have access to paper, colored paper and tag board, pencils, pens, pencil sharpeners, folders, markers, etc during professional development sessions. Population: -At-Risk -LEP -Migrant -Dyslexia Timeline-- August 2016-June 2017 CNA 11-12
3	1	10	The Dean of Instruction will use printer ink so that she can print out TPRI/Tejas Lee, Campus Assessments and District Benchmarks reports in order to conduct data and item analysis with teachers and administrators. All in an effort to improve student achievement by driving instruction. Population: (AR) Timeline--August 2016-June 2017 CNA 11-12
3	1	11	A Full Day Pre-K program will be provided in order to better prepare qualified students academically, provide early intervention and increase student literacy. Population: (AR) Timeline--August 2016-June 2017 (Daily) CNA 11-12

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	11	Early Reading, Math & Science Intervention: This program is based on C-PM testing. C-PM assessment results drives instruction and enables teachers to provide individualized intervention for At-Risk students. The teacher will use the C-PM manual activities to assist students having difficulty in reading, math and science. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--September 2016-May 2017 CNA 11-12, 16-17
1	2	15	OWL PK teachers will administer the OWL assessment four times a year. In an effort to identify academic (Reading, Math, Science & Social Studies) difficulties in PK students and provide early intervention. They will also progress monitor all their students throughout the school year Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-OWL Screening Assessment BOY-10/17-10/21 MOY-2/13-2/17 EOY-5/8-5/12 CNA 11-12
1	2	16	Make & Take and Vertical Alignment Sessions for Reading, Writing, Math and Science PK-5th Grade, Special Ed. & Special Programs teachers will participate in Make & Take and vertical sessions in order to create instructional activities to be used in small group and to differentiate instruction. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-September 2016-June 2017 CNA 10
1	2	26	TEACH SMART and Projectors Many of our teachers including Special Education teachers use SMART boards and projectors to improve their delivery of instruction. They are able to project interactive lessons that involve their students thus improving student achievement in different academic areas including Reading, Math, and Science. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-August 2016-June 2017 CNA 16-17
1	2	27	REDCAT System Special Education teachers have access to the REDCAT system in order to project their voice during instructional (Reading, Math and Science) time. This process enables the students to follow along more effectively during the lesson and thus allowing them to internalize new information more efficiently. HATCH Interactive Learning Software and ISTART Mobile Pad Students in our PPCD unit have access to the HATCH Interactive Learning Software and ISTART Mobile Pad. Students are able to use this interactive tool during Reading, Math and Science. SMART Table Students in our PPCD unit have access to a SMART table. The table can be used in a small group to have students participate in an interactive lesson for Reading, Math and Science. Population: (SE) Timeline--August 2016-June 2017 CNA 5-7
1	2	34	Our students in Life Skills units will learn about Math and Science by using major appliances including washers, dryers and stoves/ovens. They will learn to measure out soap and fabric softener in order to wash their clothes. They will use the dryer to dry their clothes. Students will also use the stove/oven to bake cupcakes after they've measured and mixed the baking ingredients. Our PPCD unit will have access to a microwave that will facilitate lifeskills instruction for our students. Lifeskills and PPCD teachers and paraprofessionals will use disposable gloves to hygienically facilitate diaper changes for some of our PPCD and Lifeskills students. Population: (SE) Timeline-August 2016-June 2017 CNA 11-12

Goal	Objective	Strategy	Description
7	1	11	<p>In order to secure the data needed to accommodate Placement into appropriate supplemental instructional opportunities for PK, Kinder, 1st and 3rd grade migrant student's pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Teachers will administer a diagnostic assessment including C-PM, OWL TPRI or Tejas Lee to identify Tier 2 students in order to provide them early intervention to prevent failure.</p> <p>Population: Students PK-3rd Timeline- September 2016 BOY January 2017 MOY April/May 2017 EOY CNA 11-12</p>

State Compensatory

Budget for Gallegos Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-13-6112-00-138-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
162-11-6118-00-138-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$8,107.00
162-11-6118-00-138-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$13,982.00
162-11-6119-00-138-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,588.00
162-11-6119-00-138-Y30-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$108,527.00
162-13-6119-31-138-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,368.00
6100 Subtotal:		\$253,572.00
6300 Supplies and Services		
162-11-6396-00-138-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$3,100.00
162-11-6398-62-138-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$7,095.00
162-11-6399-00-138-Y30-000-Y	6399 General Supplies	\$2,000.00
162-11-6399-62-138-Y-30-LWS-Y	6399 General Supplies	\$15,000.00
6300 Subtotal:		\$27,195.00
6600 Capital Outlay Accounts		
162-11-6649-62-138-Y30-000-Y	6649 Capital Assets - Locally Defined	\$20,142.00
6600 Subtotal:		\$20,142.00

Personnel for Gallegos Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Guzman	Dean of Instruction	State Compensatory Education	1.0
Blanca Gonzalez	PK Teacher	State Compensatory Education	.5
Marvelia Morales	PK Teacher	State Compensatory Education	.5
Rayna Estrada	Dyslexia Teacher	State Compensatory Education	1.0
Yanneth Fragoso	PK Teacher	State Compensatory Education	.5

Title I

Schoolwide Program Plan

Gallegos Elementary Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a schoolwide program plan that includes all of the ten required components. The following ten components of a schoolwide program are embedded within the campus improvement plan and its activities.

Gallegos Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 and to increase the Academic Achievement level in all content areas (1.2.13). To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program (1.2.1); (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year (3.1); (3) include strategies for meeting the educational needs of historically underserved populations (3.1); (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards(3.1, 3.5, 3.9); (5) address how the school will determine if such needs have been met(3.9, 3.10, 8.6); and (6) are consistent with and are designed to implement the State and local improvements plans. State Compensatory funds will be used for our Afterschool tutorial program to improve student achievement and reduce our failure rate (3.1). Teachers implement Tier II instruction (30 mins.) on a daily basis in an effort to provide interventions that will enable students to acquire academic success (1.2.6, 1.2.8, 1.2.11).

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained(1.2.1, 1.2.2, 1.2.5, 1.2.14, 1.2.15, 1.2.16, 1.2.17, 1.2.18, 1.2.21, 1.2.22, 1.2.23, 1.2.27, 1.2.28, 1.2.42, 3.3, 3.9). Teachers will attend professional development that focuses on the core content area curriculum, classroom management and STAAR updates. At Gallegos Elementary, we provide a strong induction program to ensure the success of our new teachers as well as our veteran teachers. The Dean of Instruction at Gallegos Elementary ensures that the new teachers to the campus attend trainings with the required curriculum prior to their first instructional day(3.9). New teachers are provided with opportunities to observe teachers within their grade level to ensure that they know what the instructional day is supposed to look like. The Dean of Instruction also models lessons in different content areas to ensure the new teacher's success (3.9).

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom(6.1). Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center(6.2, 6.3). Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting (6.8, 6.12). At Gallegos Elementary, we work with parents to ensure their child's success (6.8, 6.12). We invite them to attend meetings in an effort to familiarize them with school procedures and they're invited to attend meetings having to do with STAAR, TELPAS, TPRI/Tejas Lee, grading procedures(6.12). Teachers and parents meet at the beginning of the school year to review assessment issues, attendance, discipline management strategies, Title I, NCLB and school-wide information (6.6, 6.12).

Our 5th grade students attend an orientation at their corresponding middle school in an effort to assist students and their parents with the transition into middle school (1.2.39).

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, campus assessments and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments(3.9, 3.10, 8.6).

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests (3.9, 3.10, 8.6). Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs (3.1). RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will meet with the Dean of Instruction, TLI Specialist and Principal for data analysis of assessments including campus assessments, district assessments and benchmarks, and TPRI/Tejas Lee assessments (1.2.16). Teachers will attend professional development that will enable them to be better prepared to address the academic needs of our

students (1.2.18, 1.2.21, 1.2.22, 1.2.23, 1.2.24, 1.2.25, 1.2.26, 1.2.27, 1.2.28, 1.2.40, 3.3, 3.9, 3.10).

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs (3.1). Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with *State Compensatory Funds* are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program (1.2.13, 3.3).

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves (7.1, 7.2). Migrant students receive additional funds to close the achievement gap and it has a direct impact on our PFSs (7.1). PFS are provided with extended day instruction and intervention throughout the day in order to provide them with the opportunity to catch up with their counterparts (7.2, 7.4, 7.7, 7.12, 7.13).

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment (3.1). These funds are also used to purchase instructional materials that provide academic support to our ELL students (1.2.13, 1.2.6, 1.2.34, 8.2, 8.3).

The campus will also continue to provide the state mandated State Compensatory Education through campus as well as District funded initiatives. State Compensatory (SCE) is defined by law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. (Refer to section 29.081 (a) of the Texas Education Code). The goal of SCE is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students.

The purpose is to increase academic achievement for At-Risk students at Gallegos Elementary by providing extended day instruction in order to provide Math, Reading, Writing and Science interventions based on student need; including tutorials and supplies (3.1). SCE will fund Pre-Kinder teachers to supplement instruction, our Dyslexia teacher and the Dean of Instruction who will oversee the instructional program of the school (1.2.9, 3.9, 3.11).

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. At Gallegos elementary, students receiving special education services are provided multiple academic support opportunities including accelerated instruction in order to close the achievement gap.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Instruction by Highly Qualified Teachers
4. High-Quality and On-Going Professional Development
5. Strategies to Attract Highly Qualified Teachers to High-Need Schools

6. Strategies to Increase Parental Involvement
7. Plans for Assisting Preschool Students in the Transition from Early Childhood Programs to Local Elementary Schoolwide Programs
8. Teacher Involvement in Academic Assessment Decisions
9. Effective, Timely Assistance for Students Who Experience Difficulty Reaching Mastery Standards
10. Coordination and Integration of Federal, State and Local Services as well as Programs.

2: Schoolwide Reform Strategies

Gallegos Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained (1.2.1, 1.2.2, 1.2.5, 1.2.14, 1.2.15, 1.2.16, 1.2.17, 1.2.18, 1.2.21, 1.2.22, 1.2.23, 1.2.27, 1.2.28, 1.2.42, 3.3, 3.9). Teachers will attend professional development that focuses on the core content area curriculum, classroom management and STAAR updates. At Gallegos Elementary, we provide a strong induction program to ensure the success of our new teachers as well as our veteran teachers. The Dean of Instruction at Gallegos Elementary ensures that the new teachers to the campus attend trainings with the required curriculum prior to their first instructional day (3.9). New teachers are provided with opportunities to observe teachers within their grade level to ensure that they know what the instructional day is supposed to look like. The Dean of Instruction also models lessons in different content areas to ensure the new teacher's success (3.9).

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Teachers will attend professional development that focuses on the core content area curriculum, classroom management and STAAR

updates(1.2.1, 1.2.2, 1.2.5, 1.2.14, 1.2.15, 1.2.16, 1.2.17, 1.2.18, 1.2.21, 1.2.22, 1.2.23, 1.2.27, 1.2.28, 1.2.42, 3.3, 3.9).

5: Strategies to attract highly qualified teachers

At Gallegos Elementary, we provide a strong induction program to ensure the success of our new teachers as well as our veteran teachers. The Dean of Instruction at Gallegos Elementary ensures that the new teachers to the campus attend trainings with the required curriculum prior to their first instructional day (1.2.1, 1.2.2, 1.2.5, 1.2.14, 1.2.15, 1.2.16, 1.2.17, 1.2.18, 1.2.21, 1.2.22, 1.2.23, 1.2.27, 1.2.28, 1.2.42, 3.3, 3.9). New teachers are provided with opportunities to observe teachers within their grade level to ensure that they know what the instructional day is supposed to look like. The Dean of Instruction also models lessons in different content areas to ensure the new teacher's success (3.3, 3.9).

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom (7.1). Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center (7.2, 7.3). Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting (7.8, 7.12). At Gallegos Elementary, we work with parents to ensure their child's success (7.8, 7.12). We invite them to attend meetings in an effort to familiarize them with school procedures and they're invited to attend meetings having to do with STAAR, TELPAS, TPRI/Tejas Lee, grading procedures (7.12). Teachers and parents meet at the beginning of the school year to review assessment issues, attendance, discipline management strategies, Title I, NCLB and school-wide information (7.6, 7.12).

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

An orientation for preschool children from Head Start to assist with the transition to *Dr. Ruben Gallegos Elementary* will be held annually in the Spring (1.2.38). Our 5th grade students attend an orientation at their corresponding middle school in an effort to assist students and their parents with the transition into middle school (1.2.39).

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, campus assessments and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments (3.9, 3.10, 9.6).

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all

students' performance based on daily exercises and periodic tests (3.9, 3.10, 9.6). Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs (3.1). RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will meet with the Dean of Instruction, TLI Specialist and Principal for data analysis of assessments including campus assessments, district assessments and benchmarks, and TPRI/Tejas Lee assessments. Teachers will attend professional development that will enable them to be better prepared to address the academic needs of our students(1.2.1, 1.2.2, 1.2.5, 1.2.14, 1.2.15, 1.2.16, 1.2.17, 1.2.18, 1.2.21, 1.2.22, 1.2.23, 1.2.27, 1.2.28, 1.2.42, 3.3, 3.9).

10: Coordination and integration of federal, state and local services and programs

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs (3.1). Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with *State Compensatory Funds* are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program (1.2.13, 3.3).

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves (8.1.1, 8.1.2). Migrant students receive additional funds to close the achievement gap and it has a direct impact on our PFSs(8.1.1). PFS are provided with extended day instruction and intervention throughout the day in order to provide them with the opportunity to catch up with their counterparts (8.1.7, 8.2.1, 8.2.2).

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment(3.1.1). Title III funds are used for our extended day instruction for students in order to enable students to provide a smooth transition for 2nd language acquisition. These funds are also used to purchase instructional materials that provide academic support to our ELL students (1.2.13, 1.2.6, 1.2.34, 9.2, 9.3).

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. State Compensatory Education (SCE) is defined in law as programs and /or services designed to supplement the regular education program for students identified as at risk of dropping out of school. (Refer to section 29.081 (a) of the Texas Education Code). The goal of SCE is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students.

The purpose is to increase academic achievement for At-Risk students at Gallegos Elementary by providing extended day instruction in order to provide Math, Reading, Writing and Science interventions based on student need; including tutorials and supplies (3.1). SCE will fund Pre-Kinder teachers to supplement instruction, our Dyslexia teacher and the Dean of Instruction who will oversee the instructional program of the school (1.2.9, 3.9, 3.11).

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. At Gallegos elementary, students receiving special education services are provided multiple academic support opportunities including accelerated instruction in order to close the achievement gap (3.1).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cecilia E. Cruz	Library Aide	Title I-211-12-6129-06-138-Y300F2	1.0
Claudia Salgado	5th Grade Class Size Reduction Teacher	Title II-255-11-6119-01-138-Y24052Y	1.0
Diana Zapata	Title I Pre-K Aide	Title I-211-11-6129-06-138-Y320F2	1.0
Linda Avelar	Nurse	Title I	.4
Maria D. Ortiz	Dyslexia Aide	Title I-211-11-6129-06-138-Y24054	1.0
Maria R. Basaldua	Federal Programs Aide	Title I-211-11-6129-06-138-Y240F2	1.0
Maria Torres	Title I Pre-K Aide	Title I-211-11-6129-06-138-Y320F2	1.0
Rosalinda Castillo	Title I Pre-K Aide	Title I-211-11-6129-06-138-Y320F2	1.0
Silvia P. Gonzalez	Parent Liaison	Title I-211-61-6129-00-138-Y300F2	1.0

Plan Notes

Gallegos Elementary School

Site-Based Decision Making (SBDM) Committee Members

The Site-Based Decision Making (SBDM) Committee is dedicated to implementing a well-rounded instruction program that will promote students' success at Gallegos Elementary School as well as helping them become productive citizens in a democratic society. The members of SBDM Committee include elected classroom teachers from PK-5th grade level on campus to comprise two-thirds of the committee, special programs & special education chairs, supplemental staff, administration, students, and parents. Each elected representative serves a two year term and election cycles are staggered. All members, especially new, are asked to attend district training on September 2016 of the current school year to learn about shared decision making and how it results in a greater commitment to implementing decisions that will enhance the achievement of students. As a member of the SBDM Committee each participant is responsible for sharing and discussing the SBDM Committee agenda and conveying the information of their grade level. Thus, attendance and participation are vital and if a member cannot fulfill these requirements, then a new member will be elected to better represent the campus entity.

<u>Name</u>	<u>Position</u>	<u>Name</u>	<u>Position</u>
Sylvia Senteno	Area Asst. Administrator	Fabiola Mata	Counselor
Theresa Villafuerte	Campus Principal	Michelle Cortez	Librarian
Patricia Barreda	Assistant Principal	Rosario Bazaldua	Parent
Belinda Guzmán	Dean of Instruction	Diana Zapata	Parent
Blanca Gonzalez	PK Chair	Sylvia P. Gonzalez	Parental Involvement
Yaneth Fragoso	PK Teacher	Dr. Ruben Gallegos	Business Representative
Martha Gracia	K Chair	Chester Gonzalez	Business Representative
Yolanda Villarreal	K Teacher	Hector Quiñones	Community Representative
Yessica Ponce	1st Chair	David Jimenez	Community Representative

Anel Fragoso	1st Teacher	Estefania Rocha	Student
Maria I. Gonzalez	2nd Chair	Ariana Zapata	Student
Liliana Hernandez	2nd Teacher		
Michelle Luna	3rd Chair		
Diana Avendaño	3rd Teacher		
Jennifer Marks	4th Chair		
Lynda Garcia	4th Teacher		
Yolanda Zamora	5th Chair		
Beulah Carrillo	5th Teacher		
Lisa Ramirez	Special Ed. Chair		
Laura Gonzalez	Special Ed. Teacher		

Campus Funding Summary

Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	38	Destination Imagination Sponsors		\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Substitute Teachers	199-13-6112-00-138-Y-11-000-Y	\$1,000.00
1	2	4	Supplies	199-23-6399-00-138-Y-99-000-Y	\$200.00
1	2	6	Reading Instructional Materials	199-11-6399-00-138-Y-11-000-Y	\$4,192.00
1	2	6	Toner	199-23-6399-65-138-Y-99-000-Y	\$1,000.00
1	2	6	Reading Instructional Materials	197-12-6329-00-138-Y-99-000-Y	\$3,228.00
1	2	6	Reading Instructional Materials	197-12-6325-00-138-Y-99-000-Y	\$386.00
1	2	6	Reading Instructional Materials	199-12-6329-00-138-Y-99-021-Y	\$116.00
1	2	10	Custodial Supplies	199-51-6315-00-138-Y-99-000-Y	\$5,000.00
1	2	31	College Information		\$0.00
1	2	32	School buses, 5th grade teachers, middle school teachers, administrators & counselors	199-11-6494-00-138-Y-11-000-Y	\$150.00
1	2	36	Book Fair Funds		\$1,600.00
2	1	1	Music Teacher & student recorders	199-11-6399-57-138-Y-11-000-Y	\$675.00
2	1	4	Extra Duty Pay		\$0.00
3	1	2	Counselor's Materials	199-31-6399-00-138-Y-99-032-Y	\$150.00
3	1	2	Counselor's Materials	199-31-6399-00-138-Y-99-000-Y	\$200.00
5	1	9	Incentives	199-31-6399-00-138-Y-99-032-Y	\$100.00
5	1	9	Incentives	199-11-6498-00-138-Y-11-000-Y	\$831.79
5	1	9	Incentives	199-11-6498-00-138-Y-11-000-Y	\$876.40
5	1	13	Award Incentives	199-11-6498-00-138-Y-11-000-Y	\$0.00

					Sub-Total	\$19,705.19
Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	2	Social Studies Instructional Materials			\$0.00
1	2	1	Substitute Teachers	211-11-6112-0-138-Y-30-0F2-Y		\$1,500.00
1	2	1	Substitute Teachers	211-13-6112-0-138-Y-30-0F2-Y		\$1,500.00
1	2	6	Paper	211-11-6396-00-138-Y-25-0F2-Y		\$2,000.00
1	2	6	Supplies	211-11-6398-62-138-Y-30-0F2-Y		\$11,018.00
1	2	7	Toner			\$0.00
1	2	23	Planners for Teachers to Document Professional Development Sessions			\$0.00
1	2	25	Class Size Reduction	255-11-6119-01-138-Y24052Y		\$58,224.00
3	1	1	Transportation	211-11-6494-00-138-Y30-0F2-Y		\$9,000.00
6	1	13	Parent Liaison Mileage	211-61-6411-00-138-Y-30-0F2-Y		\$150.00
6	1	13	Parent Liaison Salary	211-61-6129-00-138-Y-30-0F2-Y		\$21,818.00
8	1	3	Technology Equipment	211-11-6398-62-138-Y30-0F2-Y		\$4,740.00
8	1	3	Projector	211-11-6649-62-138-Y-30-0F2-Y		\$1,000.00
					Sub-Total	\$110,950.00
Title III-A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	2	1	Substitute Teachers	263-11-6112-00-138-T25-000-Y		\$500.00
1	2	1	Substitute Teachers	263-13-6112-00-138-Y-25-000-Y		\$500.00
1	2	6	Supplies	263-11-6399-00-138-Y25-000-Y		\$3,235.00
1	2	6	Toner	263-11-6399-62-138-Y25-000-Y		\$1,000.00
1	2	13	Duplicating Paper			\$0.00
8	1	2	Study Island/Edmentum	263-11-6249-00-138-Y-25-000-Y		\$4,790.00
					Sub-Total	\$10,025.00
State Compensatory						

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Substitute Teachers	162-13-6112-00-138-Y-30-000-Y	\$781.00
1	2	1	Substitute Teachers	162-11-6112-00-138-Y30-000-Y	\$3,000.00
1	2	4	Class sets	162-11-6329-00-138-Y-30-TLX-Y	\$5,000.00
1	2	6	Paper	162-11-6396-00-138-Y-30-000-Y	\$2,000.00
1	2	6	General Supplies	162-11-6399-00-138-Y-30-000-Y	\$2,776.03
1	2	6	Supplies	162-11-6399-00-138-Y30-000-Y	\$2,000.00
1	2	9	1 FTE	162-11-6119-00-138-Y-30-054-Y	\$54,588.00
1	2	16	PK-5th grade teachers, Special Ed. Teachers, Special Programs Teachers	162-13-6117-00-138-Y-30-000-Y	\$4,000.00
3	1	1	Extra Duty Pay	162-11-6118-00-138-Y-30-000-Y	\$13,982.00
3	1	1	Extra Duty Pay SSI	162-11-6118-00-138-Y-30-SSI-Y	\$8,107.00
3	1	3	Substitutes	162-11-6112-00-138-Y30-0K2-Y	\$3,500.00
3	1	9	1 FTE	162-13-6119-31-138-Y-30-000-Y	\$63,413.00
3	1	11	2 FTEs	162-11-6119-00-138-Y-34-PKK-Y	\$108,527.00
5	1	13	Award Incentives	162-11-6498-00-138-Y-11-000-Y	\$1,000.00
8	1	3	IT Equipment/Capital Assets	162-11-6649-62-138-Y-30-000-Y	\$25,451.00
8	1	3	Projectors	162-11-6398-62-138-Y-30-000-Y	\$7,094.00
Sub-Total					\$305,219.03
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Substitute Teachers	163-13-6112-00-138-Y-25-000-Y	\$1,500.00
1	2	1	Substitute Teachers	163-11-6112-00-138-Y-25-031-Y	\$1,000.00
1	2	1	Substitute Teachers	163-11-6112-00-138-Y-25-000-Y	\$1,000.00
1	2	6	Paper	163-11-6396-00-138-Y-25-000-Y	\$1,000.00
1	2	6	Reading Instructional Materials	163-11-6399-00-138-Y-25-000-Y	\$4,147.00
1	2	6	Toner	163-11-6399-62-138-Y-25-000-Y	\$2,000.00
1	2	6	General Supplies	163-11-6399-00-138-Y25-000-Y	\$2,525.00

1	2	28	Math Dictionaries		\$0.00
1	2	33	-SIOP Training (District Personnel)		\$0.00
8	1	3	Projector	163-11-6398-62-138-Y-25-000-Y	\$1,000.00
8	1	5	Projector screens	163-11-6399-00-138-Y-25-000-Y	\$480.89
Sub-Total					\$14,652.89
TLI					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Library books	289-12-6329-00-138-Y-24-TL2-4	\$6,164.00
1	2	40	TLI Sustainability Strategies		\$0.00
3	1	1	Extra Duty Pay	289-11-6118-00-138-Y-24-000-Y	\$20,000.00
Sub-Total					\$26,164.00
Federal Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	General Supplies	263-11-6399-00-138-Y-25-000-Y	\$1,246.56
1	2	6	General Supplies	163-31-6399-00-138-Y25-031-Y	\$1,276.00
6	1	9	Student Planners	263-11-6399-00-138-Y-25-000-Y	\$356.00
6	1	9	Writing Portfolio Folders	263-11-6399-00-138-Y-25-000-Y	\$1,014.00
8	1	3	Camera	263-11-6398-00-138-Y-25-000-Y	\$133.94
Sub-Total					\$4,026.50
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Instructional Materials TIC/Scholastic Books	212-11-6399-00-138-Y-24-0F2-Y	\$985.00
7	1	2	Scholastic Books	212-11-6399-00-138-Y-24-0F2-Y	\$1,119.50
7	1	12	Migrant Information for Identification Purposes		\$0.00
7	1	13	Survey Monkey		\$0.00
7	1	15	Extra Duty Pay	212-11-6118-00-138-Y-24-0F2-Y	\$2,160.00
Sub-Total					\$4,264.50
SPED					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Toner	166-11-6399-62-138-Y-23-0P3-Y	\$400.00
1	2	27	REDCAT System		\$0.00
1	2	27	HATCH Interactive Learning Software & ISTART Mobile Pad		\$0.00
1	2	27	SMART Table		\$0.00
1	2	34	Disposable gloves	166-11-6399-62-138-Y-23-OP1-Y	\$400.00
Sub-Total					\$800.00

No Funds Required

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	United Streaming Website & Computers		\$0.00
1	1	3	Computer Lab, Technology support paraprofessional & Dean of Instruction		\$0.00
1	1	4	Language Arts Lead Teacher & Dean of Instruction		\$0.00
1	1	5	Dean of Instruction, K-5th grade teachers, Computer Lab, Social Studies resources provided by the Social Studies Specialist		\$0.00
1	2	2	Marzano Vocabulary Instruction Steps, Academic Vocabulary for English Language Learners in Texas, --classroom teachers -Dean of Instruction -TLI Teacher Specialist		\$0.00
1	2	3	-Computers -Librarian -Leveled books -Authentic literature		\$0.00
1	2	4	pre-inked stamps, labels, label protectors, hang-up racks, audio adapters, headphones		\$0.00
1	2	5	Librarian		\$0.00
1	2	6	Boom Box CD radios		\$0.00
1	2	6	Read Naturally		\$0.00
1	2	7	-PK-5th grade teachers -Special Ed. Teachers		\$0.00
1	2	7	Laminating film, pencils, tape		\$0.00
1	2	8	HMH Intervention Activities -FCRR activities -TPRI/Tejas Lee Intervention Activities Guide -Dean of Instruction TLI Teacher Specialist		\$0.00
1	2	11	C-PM website -teacher laptops -Dean of Instruction -PK teachers		\$0.00

1	2	11	C-PM website -teacher laptops -Dean of Instruction-PK teachers		\$0.00
1	2	12	Dean of Instruction, K-5th grade teachers, HMH Curriculum, Envision Math -Science Curriculum Frameworks		\$0.00
1	2	12	Supplies/Multi-Use Folding Dolly		\$0.00
1	2	14	Dean of Instruction		\$0.00
1	2	14	District Curriculum Specialists		\$0.00
1	2	15	PK teachers & OWL Assessment		\$0.00
1	2	17	Dean of Instruction		\$0.00
1	2	18	Dean of Instruction		\$0.00
1	2	19	Bilingual Picture Dictionaries		\$0.00
1	2	19	Dictionaries		\$0.00
1	2	20	K-5th grade teachers		\$0.00
1	2	21	PK-5th grade teachers, Special Ed & Special Programs teachers		\$0.00
1	2	22	Motivational Presentation		\$0.00
1	2	23	Planners for Teachers to Document Professional Development Sessions		\$0.00
1	2	24	-PK & Kinder teachers & Administration		\$0.00
1	2	26	Smart Boards & Projectors		\$0.00
1	2	29	Edusmart		\$0.00
1	2	30	PK-5th, Librarian, Special Ed & Special Programs Teachers		\$0.00
1	2	34	Washer		\$0.00
1	2	34	Microwave		\$0.00
1	2	37	Kinder Teachers		\$0.00
1	2	38	UIL, Science Fair and Chess Sponsors		\$0.00
1	2	38	Assorted Cricut Cartridges from Staples		\$0.00
1	2	39	GPS Math		\$0.00
2	1	2	Music Teacher		\$0.00
2	1	3	PK-5th grade teachers & art materials		\$0.00

2	1	5			\$0.00
3	1	4	Counselors & PK-5th grade teachers	CNA 12	\$0.00
3	1	5	Counselors & PK-5th grade teachers		\$0.00
3	1	6	Counselors & PK-5th grade teachers		\$0.00
3	1	7	Counselors & PK-5th grade teachers		\$0.00
3	1	8	Counselors & PK-5th grade teachers	CNA 12	\$0.00
3	1	10	Toner		\$0.00
4	1	1	Computer lab & Technology Support teacher		\$0.00
4	1	2	PK-5th grade teachers, Faculty & Staff		\$0.00
4	1	3	Career Day Professionals		\$0.00
5	1	1	Webinar & RTI 360		\$0.00
5	1	2	-Region 1 -Texas School Safety Center -Professional Development, Guidance & Counseling, Community Professionals		\$0.00
5	1	3	Principal, Assistant Principal, Dean of Instruction, Faculty & Staff, Campus Counselors, BISD Police		\$0.00
5	1	4	Principal, Faculty & Staff, Local Funds 199		\$0.00
5	1	5	Administrators, Counselors, Parental Involvement, BISD Police & Security Services		\$0.00
5	1	6	Administrators, BISD Police & Security Services		\$0.00
5	1	7	Region I, Texas School Safety Center, Professional Development, Guidance & Counseling -Community Professionals -Court Reports/Orders		\$0.00
5	1	8	Federal, State, & Local funding		\$0.00
5	1	9	Guidance & Counsel Drug Free Schools Comm. Act		\$0.00
5	1	10	Kagan Cooperative Learning Strategies		\$0.00
5	1	11	Attendance Management System developed by Attendance Office		\$0.00
5	1	12	ISS Program, PEIMS Action, Reason Report & OSS Report		\$0.00
6	1	1			\$0.00
6	1	2	-Parent-teacher-student compact		\$0.00

6	1	3		\$0.00
6	1	4	-Survey & Scantrons	\$0.00
6	1	5	Parent Liaison, Principal, Dean of Instruction	\$0.00
6	1	6	Parent Liaison	\$0.00
6	1	7	-Certificates	\$0.00
6	1	8	Parent Liaison & Campus Administrators	\$0.00
6	1	10	Campus Administrators, Parent Liaisons & Teachers	\$0.00
6	1	11	Computer lab, computers & Technology support teacher	\$0.00
6	1	12	Campus Administrators, Parent Liaison, District Personnel	\$0.00
7	1	1	-Migrant Dept. NGS PFS Report	\$0.00
7	1	3	-Project SMART, All Non-Migrant Summer School Programs, NGS Currently Enrolled Report	\$0.00
7	1	4	-Eduphoria & Tango Reports -NGS Student Transfer Document - NGS State Assessments Report	\$0.00
7	1	4	-Eduphoria & Tango Reports -NGS Student Transfer Document - NGS State Assessments Report	\$0.00
7	1	5	-NGS Data Base	\$0.00
7	1	6	TMIP Staff, Internet, Desktop Computer, Phone	\$0.00
7	1	7	Extended Tier 2 Time Schedule	\$0.00
7	1	8	C-PM, OWL, TPRI/Tejas Lee Results	\$0.00
7	1	9	Sign-in Sheets Visitation Logs Summative: Sign-in sheets & Visitation Logs	\$0.00
7	1	10	-State Assessments: TPRI Tejas Lee -Local Assessments: Benchmarks Desktop Computer	\$0.00
7	1	10	-State Assessments: TPRI Tejas Lee -Local Assessments: Benchmarks Desktop Computer	\$0.00
7	1	11	CPALLS Results TPRI/Tejas Lee Results	\$0.00
7	1	14	Campus Administration	\$0.00
8	1	1	Computer Lab	\$0.00

8	1	1	Computer Lab		\$0.00
8	1	2	River Deep		\$0.00
8	1	2	Computer Lab		\$0.00
8	1	2	ISTATION		\$0.00
8	1	2	Think Through Math		\$0.00
8	1	4	Board Maker Software CD		\$0.00
8	1	5	Projectors & Document Cameras		\$0.00
8	1	6	Tango Central Website		\$0.00
8	1	8			\$0.00
Sub-Total					\$0.00
197 Projects					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Library books	197-12-6329-00-138-Y99-000-Y	\$4,191.00
1	2	4	Periodicals	197-12-6325-00-138-Y99-000-Y	\$386.00
Sub-Total					\$4,577.00
Grand Total					\$500,384.11