Brownsville Independent School District

Gonzalez Elementary

2016-2017 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

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

Table of Contents

Comprehensive Needs Assessment . . . 5
Needs Assessment Overview . . . 5
Demographics . . . 6
Student Achievement . . . 9
School Culture and Climate . . . 11
Staff Quality, Recruitment, and Retention . . . 12
Curriculum, Instruction, and Assessment . . . 14
Family and Community Involvement . . . 16
School Context and Organization . . . 17
Technology . . . 18
Comprehensive Needs Assessment Data Documentation . . . 20
Goals . . . 21
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 . . . 21
Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theatre arts, and dance. . . . 38
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. . . . 40
Goal 4: The students will be encouraged and challenged to meet their full educational potential. . . . 45
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. . . . 50
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. . . . 54
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. . . . 58
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. . . . 63
State Compensatory . . . 68
Budget for Gonzalez Elementary: . . . 68
Personnel for Gonzalez Elementary: . . . 69
Title I . . . 70
Schoolwide Program Plan . . . 70

Ten Schoolwide Components 70
Title I Personnel 74
2016-2017 Site-Based Decision Making Committee 75
Campus Funding Summary 76

Comprehensive Needs Assessment

Needs Assessment Overview

Distinction Designations

Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness

Met 100% of our Safeguards

Demographics

Demographics Summary

Gonzalez Elementary presently serves approximately 899 students in grades PreK to 5th through a variety of specialized programs designed to meet the needs of its diverse student population. According to the 2014-2015 TAPR report of our campus profile, 100% of the student population is Hispanic and 95.4% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 48.3% are classified as English Language Learners and a majority are English/Spanish bilingual.

The mobility rate for the campus is 17%. A total of 629 students are identified as at-risk with the highest number of at-risk students being identified under the LEP indicator. Additionally, the retention rate is as follows: All students 5.76%, At-Risk students 6.13%. The Attendance rates for the 2013-204 school year is 97.1% for all students and 96.1% for at-risk students.

3rd-5th Grade All Students 2015 STAAR Summary:

Reading 86%, Math 86%, Writing 82%, Science 73%

Performance variation between all student groups:

Data from TEA 2014 System Safeguards- Performance and Participation Data Table

Reading: At Risk (71.06%), Economic Disadvantage (80.74%), Hispanic(80.81%), White (-%), Female (86 %), Male (75%), Gifted and Talented (96.15%), Migrant (72.73%), Special Education (20%), ELL (63.66%)

Writing: At Risk (79.1%), Economic Disadvantage (87.62%), Hispanic (87.39%), White (-%), Female (92.3%), Male (83.05%), Gifted and Talented (100%), Migrant (50 %), Special Education (22.2%), ELL (78.5 %)

Math: At Risk (77.6%), Economic Disadvantage (84.8 %), Hispanic (87.7%), White (-%), Female (87.3%), Male (81.9%), Gifted and Talented (96.1%), Migrant (81.82%), Special Education(61.5%), ELL (69.8%)

Science: At Risk (71.6 %), Economic Disadvantage (78.2%), Hispanic (78.4%), White (- %), Female (74.6%), Male (83.3%), Gifted and Talented (100%), Migrant (100%), Special Education(100 %), ELL (59.4%)

The trends identified when all students performance was compared with all student groups indicate that our tested areas in Reading increased from a 84% to an 86%, Math from an 86% to 86%, Writing from an 90% to 82%, and Science from a 83% to an 73%.

Demographics Strengths

The strengths noted are :

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

Demographics Needs

The campus will work on increasing the attendance rate by having teachers monitor weekly attendance and provide student recognition for their perfect attendance. The campus will increase attendance rates through student motivational activities and incentives. (ACTION STEP: 4.1, 4.5, 4.6) Daily monitoring logs are turned in to the office and phone logs are document. The classes with perfect attendance receive recognition (class paper trophies) and incentives for the class.

The campus will need to maintain the school rating and increase the number of Level III Advanced Performance in all tested areas by implementing state adapted materials/textbook/ instructional resources/ student planners, and continuous monitoring student progress.(Action Steps: 1.5, 1.7, 1.8). Monitoring of student progress needs to be continued through data walls and teacher monitoring logs.

Teachers will receive training through curriculum specialists and administration, as well as through vertical alignment on how to better increase Reading assessment scores in all subgroups (Action Steps: 1.1, 1.2, 1.9, 1.11, 1.12).

The demographic additional needs include:

- Improving Attendance Rates to a 99% by the end of May 2017.
- Improving STAAR performance rates, increasing LEP, At-Risk, and Economically Disadvantaged scores by monitoring and assessing students with campus and district assessments.
- Increasing our STAAR Level III Advanced Performance in all tested areas by a 10% in each tested area.

Student Achievement

Student Achievement Summary

As per the Performance Index Summary from TEA, Gonzalez Elementary received an Accountability Rating of Met Standard on the 2015 School year along with three distinction designations. Gonzalez Elementary also earned a distinction for being in the Top 25 percent Student Progress, Top 25 Percent: Closing Performatnce Gaps and Postsecondary Readiness.

Student Achievement Strengths

Overall scores in the 2015 STAAR Performance include: Reading 86%, Writing 82%, and Science 73%. Students were proficient and had adequate weekly useage of the software purchased by the district as well as the Compass Learning which attributed to their success.

Student Achievement Needs

-
  - Increase Level III Advanced Performance in Math, Reading, and Science through campus monitoring, benchmarks, etc. (Action Step: 1.7, 1.8)
  - Increase the % of LEP and Special Education STAAR Scores by 5% in all the content areas by providing small group instruction, extended day programs.(1.5, 1.15)
  - Increase the Writing and Science STAAR scores to a 90% by implementing Write for Success program and science software with fidelity. (Action Step:)
  - Implement the use of writing journals in all the content areas to improve the reading and writing proficiency for all students (Pk-5th grade). (Action Step: 1.3)
  - Implement the submission of weekly writing samples to the principal for review and for showcasing, as well as to the Dean of Instruction every 3 wks.
  - Increase TELPAS scores to 60% mastery in order to maintain Recognized status or reach Exemplary status through vocabulary development, professional development, and campus wide trainings with Bilingual Specialists (Action Step: 1.1, 1.2 , 1.13)
  - Increase 5th Grade Science scores to 90% through campus science academies, use of software, and campus student monitoring (Action Step: 1.14)
  - Teachers will be allotted funds to purchase supplemental instructional materials through district approved vendors in order to improve

class instruction and supplement the reading curriculum. (Action Step: 1.7, 1.8)

- Grade level lead teachers & administration will be provided with one ink cartridge annually for the grade level printers in order to provide teachers with pertinent information. (Action Step: 1.8)
- Teachers will be granted the opportunity for professional growth by attending in district and out of town district trainings in the areas of Reading, Writing, Math, Science, and Technology. (Action Step 1.6)

School Culture and Climate

School Culture and Climate Summary

Our Parent Center, staffed by volunteers along with a full time aide, complements our instructional program by constructing teaching aides and materials. Our parents have a monthly calendar disseminated filled with a vast variety of activities including sewing classes, arts and crafts classes, and weekly parent meetings with presenters from main office as well as campus personnel. The parents and staff are well informed of state assessment changes and updates and literacy initiatives. Parents work well with the home visitor and parent liaison to assist in campus events and feel welcomed by the staff and administrators.

School Culture and Climate Strengths

- Feedback from teachers and parents
- Parent Conferences with teachers and administration
- Parent Liaison/Home visitor encourage parental involvement through meetings (6.1)

School Culture and Climate Needs

- Parental involvement will need to increase by 50% through parent flyers/invites to weekly meetings (Action Step 6.1)
- Surveys need to be conducted at the beginning of school year to better assess the campus needs and provide appropriate trainings to all stakeholders (Action Steps 6.5, 6.10).
- Need to provide additional resources to our At- Risk and PFS and Migrant students in addition to extended day services and pullout support (Action Steps: 7,2, 7.12, 3.1)
- All migrant students will receive grade appropriate school supplies and/or clothing / hygiene products in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunities for meeting the academic challenges of all students. Clothing will be jackets, pants, shoes, t-shirts, socks, underwear. (Action Steps: 7.12) Students will receive addditional instructional resources and to improve their reading Fluency and comprehension skills.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Gonzalez's certified faculty is comprised as follows: 45 classroom teachers – Pre-Kinder to fifth, five special education teachers, one Dyslexia teacher, three physical education teachers, two counselors, a Dean of Instruction, one nurse **(GOAL 6, ACTION STEP 2.12)**, one librarian, two Assistant Principals and the Principal. Support certified staff consists of a speech therapist, a speech therapist assistant, a Diagnostician, an itinerant special education counselor, a physical therapist, an occupational therapist and APE teacher as well as a Special Ed. supervisor. Our paraprofessional classified staff is comprised of 39 employees filling various roles (GOAL 3, ACTION STEP 6).

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

Staff Quality, Recruitment, and Retention Strengths

- Teacher Certification; highly qualified teachers
- Staff Mobility; small % turnover on teachers
- Teacher-Student Ratios 22:1
- All of of our teachers are G.T. certified
- Grade level meetings and professional development training with Dean consistently held weekly

Staff Quality, Recruitment, and Retention Needs

- All of our teachers are highly qualified & will need to attend G.T. ongoing trainings, SIOP trainings, and math, reading, science and vertical alignment trainings to continue growing professionally. (ACTION STEP: 1.1, 1,9)
- There needs to be a better correlation between the teacher's evaluation rating and his/her student's academic performance; staff development should

better prepare teachers with student performance

- We need to provide teacher incentives/stipends for trainings attended. (Action Step: 3.10)
- The campus has a need to provide funding for full time Prekinder certified FTE's and instructional assistants in order to better prepare our students reach academic success. (Action Step: 3.8, 3.6)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

The campus used the Site Based Decision Making committee as well as administration support and input to analyze relevant Curriculum, Instruction and assessment data and to set annual goals. Teachers are provided with instructional resources and professional development opportunities in order to better prepare students for state assessments (Action Step 3.7). In addition, Gonzalez Elementary is working to become a technology rich campus. In doing so, we have identified many needs which include preparing our students to meet new, rigorous curriculum standards.

Curriculum, Instruction, and Assessment Strengths

- Core Areas share a common scope and sequence
- Teachers are familiar with the navigating the district curriculum website and are able to plan utilizing the district frameworks and scope and sequence
- Teachers use technology extensively in the classroom.
- Laptops were provided for all 5th grade classes.
- Ipads (one COW) was provided for Pk-2nd grade to share along with attending computer classes once weekly
- Supplemental resources are available to our teachers to improve small group instruction
- Provided all 3rd-5th grade teachers with Ipads in order to meet the STAAR rigor and improve instruction, while helping our At Risk students be more successful.

Curriculum, Instruction, and Assessment Needs

-
    - Increase technology knowledge with teachers and students
    - Improve questioning strategies to increase critical thinking
    - Increase collaboration among teachers in instructional strategies through vertical and horizontal trainings (Action Step 3.10)
    - Provide more professional development on differentiated instruction, RTI strategies, and interventions in order to help our At Risk students be more successful. (Action Step: 1.6)
    - Increase Knowledge of Curriculum components and TEKS (primarily new Math TEKS)

- Purchase more Supplemental instructional resources for the teachers to improve small group instruction and Tier II interventions (Action Step 1.8)
- Provide more professional development for ELAR/Writing Strategies as well as Math trainings in order to help our At-Risk students be more successful in their state assessments. Trainings such as Empowering Writers, RGVTM will be utilized for prof. growth. (Action Steps: 1.1, 1.6, 1.12, 3.9)
- Increase in use of cooperative learning strategies through district trainings as well as sending teachers to perform classroom observations in classrooms implementing the strategies successfully.
- Increase Science trainings for the teachers through monthly staff dev. and campus trainings with Science Specialist in order to better prepare students for Science Fair, Brainsville, and the Science STAAR assessement. (Action Steps: 1.16, 1.17)
- Increase technology knowledge by providing campus trainings to the staff on useage of SmartBoard and computer software pertinent to instruction (Compass Learning, Living With Science).
- New teachers need the support of effective mentoring and weekly meetings to reflect on areas of assistance.

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

- Weekly Educational Presentations for all parents (Action Step:6.1, 6.6, 6.11)
- Full time Home visitor that serves as a liaison between parents , community and school. (Action Step 6.12)
- Community Service Agencies and Support Services
- Weekly parent involvement in fitness (zumba classes), arts and crafts, and educational trainings
- Parent feedback-parent surveys (Action Step: 6.1, 6.6, 6.11)

Family and Community Involvement Needs

-
    - Gonzalez Elementary's number for Parental Involvement volunteers need to increase in numbers by sending weekly invitations: via flyers, phone calls, school messenger system and emails to the meetings. (Action Step:6.1, 6.6, 6.11)
    - More parent trainings are needed to educate the parents and involve them in their children's education and progress. (Action Step:6.1, 6.6, 6.11)

School Context and Organization

School Context and Organization Summary

The campus used the Site Based Decision Making committee as well as administration support and input to analyze relevant school context and organization data and to set annual goals. Some of the sources that provided valuable data in regards to the identification of needs:

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

School Context and Organization Strengths

- Master Schedule - teacher- administrative input
- Schedule for Student Support Services-We have extended day services for students to enhance their academics
- Leadership-Grade level lead teachers and administrators share campus leadership
- Support Structure-Asst. Principals & Inst. Dean of Instruction and grade level lead teachers work closely with each grade level to align curriculum and assessments.
- Departmentalized grade levels (4th – 5^{th})
- Admin. Consistently monitor instruction by visiting classrooms

School Context and Organization Needs

- Campus vertical alignment/ horizontal alignment needs to be in place in order to increase assessment scores and allot for more time on task in the classrooms (Action Steps: 1.9)
- Campus is in need of upgrading; restrooms and classrooms through maintenance repairs.
- The need to beautify the campus with assistance of the different committees, community and student involvement

Technology

Technology Summary

The campus used the Site Based Decision Making committee as well as administration support and input to analyze relevant Technology data and to set annual goals.The campus SBDM along with he TST instructional assistant met several times they hear and reviewed the STaR chart, Fixed assets report, the results of the staff/ student/ parent technology survey of needs along with the current hardware and software being utilized across grade level at the campus. The technology teacher as well as our technology instructional assistant(Action Step 8.12) was able to provide input as to to the level of implementation and acquisition of theTechnology TEKS was observed per grade level and a plan was devised to ensure the proper implementation for the following year. A review of the professional development opportunities was made and dates of last training attended by teachers were noted in order to compare with teacher survey results.

Technology Strengths

- Wireless Campus Wide- computer access for students in all classrooms
- Technically innovative instruction- Smart Boards available in all (3^{rd}-5^{th}) classrooms
- Upgraded network infrastructure
- Computer access for students in all classrooms

Technology Needs

- Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process.
- The level of technology integration into classroom instruction by teachers and students will be increased. (Action Step: 8.9, 8.11)
- Although computers are available in the classroom, newer computers are needed to provide accessibility to more current programs and software along with better internet access.
- Printers, document cameras,desktop computers and projectors would increase student interaction and engagement and would be utilized with computers. (Action Step: 8.6)
- Current computers can be used for reinforcing keyboarding and typing out papers only.
- Software needs to be updated to be in line with current TEKS. (Action Steps: 8.6)
- Resources will be reviewed and new software that is in line with current TEKS will be purchased. (Action Steps:8.6)
- The teachers are in need of technology training as it becomes available through Professional Development and ERO, as well as send teacher representation to RGVSA and any other Technology annual conferences to ensure proper integration of technology in the classroom. (Action Step: 8.2, 8.3,)

- Teachers will integrate the use of computers and will require a technology project from the student on a 6 weeks basis (Action Step: 8.11)
- Gonzalez Elementary is in need of upgraded technology resources including but are not limited to desktop computers, laptop computers, printers, sound systems, digital cameras, video cameras, document cameras, LCD projectors, interactive Smart boards, and presentation speakers, as well as new software (EDUSMART) (Action Step: 8.6).
- Need for full time TST certified person overseeing the computer lab. (Action Step 8.12)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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 benchmark or common assessments 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: Gonzalez Elementary students' reading scores will demonstrate 95% or higher mastery, 95% mastery in writing and a 40% increase in Level III Advanced Performance in both Reading and Writing on the Spring 2017 STAAR tests. Students' math scores will demonstrate 95% mastery and a 20% increase in Level III Advanced Performance on the Spring 2017 STAAR tests. Students' science scores will demonstrate gains to 90% mastery and a 20% increase in Level III Advanced Performance on the Spring 2017 STAAR test.

Summative Evaluation: The Gonzalez Elementary STAAR scores will be reviewed with the Data Team to make sure all the grade levels met the standards stated.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June

Critical Success Factors CSF 2 1) Provide Reading Language Arts, Writing, Math, Science, and Social Studies Professional Development for New and existing Elementary teachers in order to implement a comprehensive Instructional program. Professional Development will be provided for our teachers by Curriculum and Instruction Dept. ELAR/SLAR TEKS Response to Intervention RTI) New State Adopted Texts CCRS (College and Career Readiness Standards) LPAC Training (Subs) Readiness (STAAR) 3rd-5th vocab.development fluency writing across the curriculum Texas Literacy Initiative Professional Development topics that support Fluency & Comprehension Empowering Writers Workshop, Compass learning professional development. Teachers will receive updated Math & STAAR supplemental materials training each six weeks through District wide curriculum collaboration meetings to support the math content and increase the awareness of computer software available to the teachers through the new textbook adoption. POPULATION: All PK-5th grade teachers All Sp.Ed. and Dyslexia teachers TIMELINE: August 2016- May 2017 CNA page 11	2, 4, 5, 8	Dean of Instruction K-5th teachers Dyslexia & Sp. Ed. Teachers Campus Principals C & I Specialists	Formative: Classroom Observations for implementation of TPRI/ TEJAS Lee Benchmark Testing Fluency Monitoring Summative: TELPAS STAAR PBMAS/AMAOS TERANOVA/SUPERA				
	Funding Sources: Title I-A - $1000.00, Title I-A - $2000.00, Title I-A - $1750.00						

Critical Success Factors CSF 1 2) Provide Language Arts Professional Development for Elem. ELA teachers in order to implement a comprehensive instructional program for English Language Learners. TELPAS ELPS Sheltered Instruction Esperanza (Grades 1-2) Lang. Enrichment I & II STAAR 3rd-5th vocab. development fluency writing across the curriculum CIRCLE LPAC Training (subs) POPULATION: All PK-5th grade teachers All Sp.Ed. and Dyslexia teachers TIMELINE: August 2016- May 2017 CNA pg 8	3, 4, 5	Principal Dean of Instruction PK-5 teachers Special Ed. Teachers Dyslexia Teachers Language Arts Specialists Bilingual Lead Teachers	Formative: Classroom Observations for implementation of TPRI/ TEJAS Lee Benchmark Testing Fluency Monitoring Summative: TELPAS STAAR PBMAS/AMAOS TERANOVA/SUPERA				
	Funding Sources: State Bilingual - $1000.00						

Critical Success Factors CSF 1 CSF 4 3) Provide students opportunities to read for enjoyment in order to gain an appreciation for literature through the use of the following: Accelerated Reader Reading Log Read Aloud D.E.A.R Time STARFALL software Character Parade International Literacy Week Reader's Cafe- December Fiesta Cafe- February Read Across America- March Week of the Young Child POPULATION: PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017 CNA pg 8	2	Principal Dean of Instruction Bilingual PreK-5 Teachers	Formative: Accelerated Reading Reports Reading Logs TPRI/TEJAS Lee CPALLS Summative: TERANOVA/SUPERA TELPAS/AMAOS PBMAS Benchmarks C-PALLS STAAR Results				
	Funding Sources: State Compensatory - $5000.00, TLI - $1000.00, TLI - $6164.00						
4) Provide opportunities for all students to participate in curricular courses as well as extracurricular activities in order to develop language usage and improve proficiency. UIL Spelling Bee Destination Imagination POPULATION: PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2	Principal Dean of Instruction Bilingual PreK-5 Teachers DI managers Librarian	Formative: Benchmark testing schedules and results Summative: STAAR, TERANOVA/ SUPERA, TELPAS, PBMAS, AMAOS, SELP, C-PALLS				
	Funding Sources: Advanced Academics - $774.00						

Critical Success Factors CSF 1 5) Implement interventions through the 3 tier RTI model in order to support student academic growth and success in the areas of Reading/ Writing/ Math & Science. Purchase of supplemental instructional resources such as: -STAAR Coach -Mentoring Minds -Motivation Reading -Student Planners POPULATION: PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017 CNA pg.13	9	Dean of Instruction Dys. & Sp.Ed. Teachers, Reg. Ed. Teachers Campus RTI Coord. Campus 504 Coord	Formative: Classroom observations Pre/Post Tests Texas Primary Reading Inventory (TPRI) and TEJAS Lee C-PALLS Progress Monitoring Benchmark Results Student Planners Summative: STAAR TERANOVA/ SUPERA Texas English Language Proficiency Assessment System (TELPAS)				
	Funding Sources: State Compensatory - $7000.00, State Compensatory - $2500.00, Title I-A - $27458.00						
Critical Success Factors CSF 1 6) Teachers will continue to receive instruction on Campus wide methods of writing in order to improve student achievement in the different grade levels as well as to achieve a 100% STAAR Writing score. Write for Success training available ELAR/SLAR TEKS POPULATION: PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017 CNA PG 13	3, 4, 5	Dean of Instruction PreK-5th teachers Dyslexia & Sp. Ed. Teachers	Formative: Benchmark testing TPRI/ Tejas Lee Reading Fluency Teacher observations Summative: TELPAS TERANOVA/SUPERA STAAR Writing/Rdg				

Critical Success Factors CSF 1 CSF 4 7) Students will take Progress Monitoring Assessments/ Benchmark Tests provided by the district/campus to monitor student performance in Preparation of the State Mandated Tests (STAAR) and to help teachers determine instructional targets in the areas of: Reading/Writing/Math/Science. Daily Journal writing Weekly writing samples turned in to the principal Class writing samples turned in to the Dean every 3 weeks Composition Writing Daily Proofreading Activities Duplicating of Benchmarks Eduphoria-AWARE Program TANGO-Etzao-ElasticBeanstalk District-Campus Benchmarks Additional instructional resources will be purchased & implemented in the class. POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017 CNA pg 13-14	8	Principal Dean of Instruction 3rd-5th teachers ARE dept. C & I dept. specialists	Formative: Benchmark testing TPRI/ Tejas Lee Student Assessments Classroom obs. Lesson plans Elastic beanstalk/ Etazo Summative: STAAR scores TELPAS TERANOVA/SUPERA				
	Funding Sources: State Compensatory, Title I-A, State Compensatory - $2500.00, State Bilingual - $1500.00						
Critical Success Factors CSF 1 CSF 2 8) Teachers will be allotted funds to purchase instructional materials through district approved vendors in order to improve class instruction and supplement the reading, writing, math & science curriculum. Grade level lead teachers and administration will be provided with ink cartridge annually for their printers in order to provide teachers with pertinent information. POPULATION: Teachers PK-5th Grade TIMELINE: August 2016- December 2016 CNA pg 13	8	Dean of Instruction PreK-5th teachers Dyslexia & Sp. Ed. Teachers	Formative: Benchmark testing TPRI/ Tejas Lee Reading Fluency Summative: Teacher Observation TELPAS TERANOVA/ SUPERA				
	Funding Sources: Title I-A - $1000.00, State Bilingual - $5525.00, State Compensatory - $17890.00, Title III-A - $10025.00, Title I-A - $10000.00						

Critical Success Factors CSF 2 9) Hold vertical and horizontal alignment meetings to share teaching practices and strategies (for Reading/ Writing/ Math/Science) in order to facilitate studentsto transition from K-5th grade. Including: DOK & Cooperative Learning Strategies Include teachers conducting classroom observations with their colleagues to better implement these strategies. Resources to be used: TEA WEBSITE TEA RELEASE TESTS STAAR BLUEPRINTS POPULATION: Teachers in PK-5th Grade TIMELINE: August 2016- May 2017	3, 4	Dean of Instruction K-5th teachers Dyslexia & Sp. Ed. Teachers Campus Principals	Formative: Professional Dev. Evaluations Teacher transcripts Benchmarks Summative: STAAR Results				
	Funding Sources: No Funds Required						
10) Federal Programs will continue to fund highly qualified teachers for the purpose of reducing class size in order to increase the performance of all students (one fifth grade teacher). FTE for class size reduction teacher (255 fund) POPULATION: TII-A teacher in 5th Grade TIMELINE: August 2016- June 2017	1, 3, 5	Special Programs administrator Federal Programs Admin. Principals	Formative: District & Campus Benchmark Scores, Teacher Observations, Student Progress Reports Summative: EOY Student Passing Rates EOY Assessment Scores				
	Funding Sources: State Compensatory - $59500.00						

Critical Success Factors CSF 1 CSF 2 11) Teachers will receive updated Reading, Writing, Math, and Science and trainings each six weeks through District wide curriculum collaboration meetings to support the different content areas & increase the awareness of computer software available to the teachers through the new textbook adoptions. United Streaming. MSTAAR Trainings-5th grade Trainings provided will increase the content and pedagogical level of teachers in order to support the new math curriculum. STAAR refinement Training Math, Science, Reading Maintenance training POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	4, 8	Dean of Instruction K-5 Teachers C & I Specialists	Formative: Student assessments Classroom Observations Lesson Plans Summative: Vertical & Horizontal meetings sign in sheets STAAR Reading, Writing, & Math scores will increase to 95% MSTAAR diagnostics will be used to monitor student progress.				
Critical Success Factors CSF 1 CSF 7 12) Develop and implement a plan for training each campus administrator & teachers on standards-based math curriculum and instruction so that students are successful in the mathematics classroom and are better prepared to excel in math TEKS and state assessments. math vocabulary words Word Wall Math Vocabulary Envision Cards Problem of the Day Calculator activities timed facts POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017 CNA pg 14	4	Training provided by District Additional Training during grade level meetings with C & I specialists & Dean of Instruction	Formative: Student assessments Classroom Observations Lesson Plans Summative: Math scores of students Attended; received interventions and passed STAAR				

13) Update and maintain the list of mathematics vocabulary per grade level. Vocabulary centers, games, smart technologies STAAR math vocabulary Math Motivation tutorial Use of ELPS /ELARS/ SIOP strategies POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2	Principal Dean of Instruction Math Lead Teachers Bilingual Lead Teacher	Formative: Student assessments Classroom Observations Lesson Plans Summative: Math scores of students attended intervention and passed STAAR				
Critical Success Factors CSF 1 14) Devote a minimum of 45 minutes daily of the instructional day to standards-based, inquiry centered science, integrations of Pearson, United Streaming, Living with Science, to differentiate instruction for students; with the focus on providing students the opportunity to conduct field & laboratory investigations for at least 50% of their instructional time to increase the rigor and relevance of science instruction. -Science materials -Science composition notebook -Science Center -Living with Science software & Lab -EduSmart POPULATION: K-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2, 9	Principal Dean of Instruction Kinder-5th teachers Science Specialists	FORMATIVE: Teacher made Tests Walk-through observations Lesson plans Daily schedules SUMMATIVE: Science STAAR scores will increase to 90%.				
	Funding Sources: State Compensatory						

Critical Success Factors CSF 1 CSF 2 15) Provide Professional development for K-5th teachers. This will include having one teacher representative attend District trainings every Six Weeks in order to effectively implement the curriculum to achieve higher student STAAR scores. Teachers will attend RGVSA Conference to better prepare students to excel in Science TEKS and state assessments. Maintenance Training for classroom teachers to address use of: Notebooks, word walls, graphic organizers, voc. development and Questioning techniques for STAAR preparation. Teachers will be able to attend district trainings in order to learn new and innovative STAAR aligned strategies and achieve higher science assessment scores. POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	4, 9	Dean of Instruction Kinder-5th teachers Science Specialists	FORMATIVE: Sign-in Rosters & Evaluations SUMMATIVE: Science scores will increase to 90%. Program Evaluation Surveys				
	Funding Sources: Title I-A						
16) Students will participate in campus science fair, and District science fair to learn and apply the skills of scientific investigation and reasoning. POPULATION: 3rd-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: Nov. 2016 CNA: pg 13	1, 2	Dean of Instruction Third-fifth grade teachers Science Specialists	FORMATIVE: Campus Science Fair outcomes & student participation SUMMATIVE: District Science Fair results & participation outcomes				
	Funding Sources: Title I-A						
17) Teachers will have students enter daily science, reading and math topics into their interactive notebook in order to summarize daily & weekly concepts. POPULATION: 3rd-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017 CNA pg. 17	2	Dean of Instruction Third-fifth grade teachers C & I Specialists	FORMATIVE: PMA /Benchmark Scores Student Performance Teacher Observation				

18) Implement and display word walls to enhance students literary content and vocabulary development in reading, math, social studies, and science, as well as establish a science based library with resources to improve literacy. POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2	Dean of Instruction Kinder-fifth grade teachers Curriculum Specialists	Formative: Walkthroughs TERANOVA, SUPERA, TELPAS SUMMATIVE: Science STAAR scores will increase to 90%.				
Critical Success Factors CSF 7 19) Teachers will participate in Professional Development as well as technology Social Studies training to integrate the following in the classrooms: Pearson and United Streaming Projects in order to increase student performance and develop an ambiance for interactive learning. To provide teachers with appropriate research based strategies in order to meet the needs of the students and ensure their success. Students increase participation in BISD Hispanic Awarenss Month: Dia del Nino Cinco de mayo 16 de septiembre Charro Days Celebration Hispanic Heritage Month POPULATION: PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	3, 5, 6	Dean of Instruction Kinder-fifth grade teachers Curriculum Social Studies Specialists (presentation on October 2015)	FORMATIVE: Teacher made tests classroom observations lesson plans textbook tests SUMMATIVE: TPRI TERANOVA/SUPERA				
Critical Success Factors CSF 1 20) Implementation of Constitution Day Activities campus wide initiative will promote citizenship and meet the needs of the students and ensure their success. Students will be able to recite Preamble to the Constitution; practice through morning announcements. POPULATION: PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2, 10	Dean of Instruction Administrators Teachers Prek-5th SS Curriculum Specialist	FORMATIVE/ SUMMATIVE Students recite Preamble to the Constitution daily & implement Constitution Day Activities in class				
	Funding Sources: No Funds Required						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 2: The students in the public education system will be provided with educational opportunities that address safety, health, nutrition, substance abuse, and violence prevention.

Summative Evaluation: 90% of the students will improve their fitness gram score by 10%

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 1) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2, 8	Administrators Dean of Instructions Physical Ed. Teachers	F-Classroom Observations F-PE student attendance records F-Updated District Policy S-School Health Index S-Physical Fitness Assessment				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 2 CSF 4 2) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007 POPULATION: 3rd-5th TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2, 4	Administrators Dean of Instructions Physical Ed. Teachers C & I admin. CATCH team members ARD & 504 Teachers	F-Updated District Policy F-Classroom Observations S-TEA required report for Fitness Assessment Results & Student Follow-up				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 4 3) Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009. POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2	Dean of Instruction Campus CATCH team members	S- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 2 4) Monitor and emphasize the integrated math, reading, and writing academic concepts Inherent in the Health and Physical Education curriculum programs in order to enhance student skills and prepare them for testing. POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2, 3	Physical Ed. Specialist Curriculum Writers Physical Ed. Teachers Math, Reading & Writing Teachers Staff Development (district & campus personnel	F-Curriculum Frameworks F-Staff Development Agendas F-Lesson Plans S-Monthly Campus Visitation Documentation				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 2 5) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator Advanced by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. POPULATION: PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2	All Campuses Safety Coordinator PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions	F-Implementation Documentation F- Lesson Plans F-Fitness Assess-ment Observation F-Student Grades F-Attendance Rates S-SHAC Recommendations S-CATCH Activities S-CATCH Visitation Reports S-School Health Index Improvement Plan S-Standardized Tests Results				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 6 6) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety. * OUTSIDE CANOPY-repairs needed POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	1	Principals Safety Coordinators District CATCH Team Campus CATCH Team Maintenance Personnel	F-Safety Evaluation F-Campus Visitation Documentation F-Proper Maintenance Documentation S-SHAC Recommendations				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 7) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007. POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	1	Food & Nutrition Services Administrator Curriculum Administrator Area Superintendents District CATCH Team	F-Campus Visitation Observation F-Updated District Policy				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 8) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09. POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	2	PE Teachers Campus Safety Coordinator District Safety Coordinator District Emergency Operations Coordinator PE Specialist Health Lead Teacher Campus Administration	S-Reviews of Campus Safety Action Plan And Emergency Operating Procedures (EOP)				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 5 9) Educate students and parents on the district sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009 POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	4	Counseling Dept. & Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration Child Protective Services	F-Counselor Classroom Presentations F- Classroom Presentation Agendas F- Classroom Presentation Sign-In Sheets F- Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt Form				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 10) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009. POPULATION: Teachers servicing PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	4, 10	Counseling Dept. & Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration Child Protective Services	F-Counselor Classroom Presentations F-Classroom Presentation Agendas F-Classroom Presentation Sign-In Sheets F-Parental Involvement Agendas and Sign-In Sheets				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 5 11) The District will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009. POPULATION: PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017	4	Counseling Dept. & Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration	F-Counselor/ Teacher verification of class presentation(s) F-Agendas F-Sign-in Sheets F-Presentation and Student Documentation S-Student				
	Funding Sources: No Funds Required						
12) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses improve overall health in order to improve student attendance/ performance. Campus Nurse TI-A : 40% salary $ 26385. LOC: 60% salary $30,938. POPULATION: School Nurse servicing all PK-5th Grade TI MI LEP SE AR G.T DYS TIMELINE: August 2016- May 2017 CNA PG. 11	4	-Health Services Administrator -Special Programs Administrator -Federal Programs Administrator	F- Time and Effort Logs Referrals S- EOY Attendance Rates				
	Funding Sources: Title I-A, Local						

= 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, theatre arts, and dance.

Performance Objective 1: The Gonzalez Elementary students will demonstrate exemplary performance in choral music, and visual arts.

Summative Evaluation: As part of House Bill 5 Community and Student Engagement Activities will exemplify the recommended amount of participation at events throughout the school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Elementary students will compete in UIL Music Memory as a means of developing aural listening skills	2	UIL Coordinator and elementary teachers	F: Lesson plans S: Performance ratings				
	Funding Sources: Local - $200.00						
2) Elementary students will participate in the Celebration of Song ; Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences POPULATION: MI LEP SE AR G.T. DYS TIMELINE: AUG. 2016 - MAY 2017	2	Supervisor of Choral Music and elementary music teachers	F: Lesson plans S: Audience/student reaction				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 5 3) Elementary visual arts students will participate in BISD district art Competition; exhibition to promote professional growth. POPULATION: MI LEP SE AR G.T. DYS TIMELINE: AUG. 2016 - MAY 2017	3	Supervisor of Visual Arts and elementary visual art instructors	F: Lesson plans S: Performance ratings				
	Funding Sources: No Funds Required						
4) Participate in the Red Hot Ballroom dance program grades 5-12 to promote the cultural awareness of the importance of dance and social skills POPULATION: MI LEP SE AR G.T. DYS TIMELINE: AUG. 2016 - MAY 2017		Administrator of Fine Arts Elementary school ballroom instructors	F: Lesson plans S: Performance ratings				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 7	4	Department of Fine Arts	F: Needs assessment S: Evaluations				
5) The district will provide all fine arts instructors professional development opportunities that will ensure student success.	Funding Sources: No Funds Required						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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: At-Risk students at Gonzalez Elementary will demonstrate exemplary performance scoring 92% or higher on the STAAR in the areas of the foundational curriculum as well as increase attendance rates by 10%.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Gonzalez Elementary School will implement tutorials and remediation strategies in core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement. Tutorials will include remediation in the content areas of Reading, Math, Writing, and Science. TIMELINE: Tutorials will be held for a minimum of 2 days a week beginning September 15, 2016 through May 2017. POPULATION: Elementary At-Risk Students PK-5 grade TI LEP AR DYS MIGRANT CNA PG.10	2, 3, 9	Principal Dean of Instruction Area Assistant Superintendent Administrator for Special Programs Administrator for State Compensatory Education	FORMATIVE: eSchoolsPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark scores, Student Progress Reports SUMMATIVE: STAAR and the Retention Rate				
Funding Sources: State Compensatory - $11000.00, State Compensatory - $20000.00, Title I-C (Migrant), State Compensatory, State Compensatory							

Critical Success Factors CSF 1 2) The campus will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups. Students that were retained will receive additional support through counseling sessions and RTI strategies. POPULATION: At-Risk Students PK-5 grade students TI MI LEP SE AR DYS TIMELINE: AUG. 2016-MAY 2017	2, 9	Administrator for Guidance & Counseling Campus Principal Campus Counselors RTI administrator	FORMATIVE: Monthly Counselor Logs REVIEW 360 RTI MONITORING INSTRUMENT Student Progress Reports SUMMATIVE: Retention Rate				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 6 3) The Homeless Department will ensure support services for students identified as homeless. The Homeless Department will work in collaboration with the Home visitor and records clerk to identify these students , during registration, review an enrollment letter that will be placed in the PRC and provide supplies and support for the students if needed. The campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment. POPULATION: At-Risk Students PK-5 grade students TI MI LEP, AR DYS TIMELINE: AUG. 2016-MAY 2017	2, 10	Campus administration Administrator for the Homeless Youth Project	FORMATIVE: Monthly eSchoolsPLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless SUMMATIVE: STAAR, Attendance Rate, Retention Rate				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 6 4) A food pantry and clothes closet will be implemented at every campus to provide identified at risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. POPULATION: At-Risk Students PK-5 grade students TI MI LEP SE AR DYS TIMELINE: AUG. 2016-MAY 2017	4, 10	Campus Administration Administrator for the homeless Youth project Administrator for Compensatory Education	FORMATIVE: ERO Session Evaluation Report Student Progress Reports SUMMATIVE: STAAR, Attendance Rate, Retention Rate				
	Funding Sources: No Funds Required						

5) Promote awareness throughout the district and at individual campuses regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth. POPULATION: At-Risk Students PK-5 grade students TI MI LEP SE AR DYS TIMELINE: AUG. 2016-MAY 2017	10	Campus Administration Administrator for the Homeless Youth Project	FORMATIVE: Student Progress Reports SUMMATIVE: STAAR, Attendance Rate, and the Retention Rate				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 7 6) To better support instruction and improve student achievement in the classroom, Title I instructional assistants will attend professional development sessions and be trained on the latest scientific, Research-based instructional strategies. Campus instructional aides will assist At-Risk students with core academic activities in order to improve student performance. Population Impacting: All Prekinder students MI TI LEP AR TIMELINE: AUG. 2016-JUNE 2017 CNA PG 11	4, 7, 10	Campus Principal Special Programs Administrator Federal Programs Administrator	FORMATIVE: Classroom Observations Benchmark Scores Student Progress Reports CPALLS: BOY and MOY Summative: CPALLS: EOY				
	Funding Sources: Title I-A						
Critical Success Factors CSF 1 7) The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty & staff opportunities for instructional support in order to train and retrain highly qualified personnel. POPULATION: AR, LEP, DYS TIMELINE: AUG. 2016 through June 2017 CNA PG. 13	4	Principal Administrator for State Compensatory Education	FORMATIVE: ERO Session Evaluation Report ERO Session Attendance Report Lesson plans classroom observations Student progress reports Benchmark scores SUMMATIVE: STAAR				
	Funding Sources: State Compensatory - $74373.00						

Critical Success Factors CSF 1 CSF 2 CSF 4 8) The Pre-K program will be provided the full day in order to better prepare qualified students academically. Collaboration between Head Start centers and the Pre-Kinder teachers will take place annually in May in order to assist with the transition from early childhood programs to elementary school programs. POPULATION: At-Risk Students Prekinder students: TI MI LEP AR DYS TIMELINE: AUG. 2016-MAY 2017 CNA: PG.12	3, 7, 10	Dean of Instruction Principal Administrator for Compensatory Education	FORMATIVE: CPALLS (Beginniung of Year and Middle of Year), classroom observations, student progress reports SUMMATIVE: CPALLS (End of Year)				
	Funding Sources: State Compensatory						
Critical Success Factors CSF 1 9) Campus Administrative staff and/or teachers will attend district and/or state conferences, meetings, and seminars, to support campus and district-wide goals, objectives instructional initiatives, current practices and trends relative to At-Risk programs, dropout prevention, school instructional leadership, and professional development. Especially in the foundation curriculum subjects, in order in increase student academic achievement. (Assessment Conference, Bilingual Conference, Region One, Leadership and other trainings available.) POPULATION: Teachers PK- 5th grade, administration TIMELINE: AUG. 2016 through MAY 2017 CNA:PG. 14	3, 4	Dean of Instruction Principal	FORMATIVE: ERO Session Evaluation Report SUMMATIVE: STAAR				
	Funding Sources: Title I-A						
Critical Success Factors CSF 1 10) Implement a campus-wide plan for the RTI intervention process for students. Teachers will acquire effective intervention and prevention instructional strategies through the assistance of the TLI teacher specialist and RTI committee members. POPULATION: At-Risk Students PK-5th TI MI LEP SE AR DYS TIMELINE: AUG. 2016 MAY 2017	2, 9	Dean of Instruction Principal TLI teacher Assistant Principals RTI committee RTI Specialist	FORMATIVE: FCRR, TPRI/Tejas Lee intervention guide Progress monitoring reports software usage reports SUMMATIVE: STAAR and the retention rate				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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

Performance Objective 1: Gonzalez Elementary students will be encouraged and challenged to meet their full educational potential.

Summative Evaluation: State exam results and TPRI End of Year results will demonstrate improvements and at least a 10% increase from last year's data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 7 1) All Elementary teachers will receive G.T. Core Hour Training and will maintain on-going hours to enhance teaching skills and better prepare students to pass AP exams. POPULATION: PK-5th grade teachers servicing GT students TIMELINE: AUG. 2016-MAY 2017	3, 4, 5	Adm. for Advanced Academics Campus Admin. K-5th grade teachers	F: Campus audits of teacher training by Advanced Academics F-Sign in sheets F-Agendas S-Monthly campus visits				
Critical Success Factors CSF 5 2) Gonzalez Elementary counselors will provide a Career Day where students will explore different careers and college preparation in order to make informative decisions about what college to attend. POPULATION: All Students 3rd-5th including TI MI LEP SE AR DYS GT TIMELINE: Spring 2017	2	School Counselor Guidance and Counseling Department	F: Sign-in sheets S: BISD Guidance and Counseling Program Evaluation form				
Critical Success Factors CSF 5 3) Gonzalez Elementary counselors will provide a Career On Wheels for all students Pk- 2nd grade where students will explore different careers and college preparation in order to make informative decisions about what college to attend. POPULATION: All Students PK-2nd including TI MI LEP SE AR DYS GT TIMELINE: Fall 2016	2	School Counselor Guidance and Counseling Department	F: Sign-in sheets S: BISD Guidance and Counseling Program Evaluation form				

Critical Success Factors CSF 1 CSF 5 CSF 6 4) Campus will promote college awareness during monthly scheduled College Jersey Days. Teachers will display their University bulletin board or door to support the district initiative. POPULATION: All Students Pk-5th including TI MI LEP SE AR DYS GT TIMELINE: Aug 2016- May 2017	2, 6	Principal Teachers Counselors	F: Lesson plans S: Presentations				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2: Increase the student attendance rates for all district schools 98.5% for elementary schools.

Summative Evaluation: At the end of the school year, the PEIMS report will be made available to verify the campus attendance rate for the school year

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential POPULATION: All students Pk-5th including TI MI LEP SE AR DYS GT TIMELINE: Aug 2015- May 2016	1, 2	Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk	Weekly review of Campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 2) Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2014 through 2015 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels. POPULATION: All students Pk-5th including TI MI LEP SE AR DYS GT TIMELINE: Aug 2015- May 2016	2	Principal PEIMS Supervisor Attendance Clerk Computer Services	Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 5 CSF 6 3) Train attendance clerks and parent/attendance liaisons to consistently monitor and communicate students daily absences and tardiness to parents and staff. To promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Resources needed: Pupil Services Student Accounting School Messenger Notification System Phone Master POPULATION:attendance clerks and parent and attendance liaisons monitoring All students Pk-5th TIMELINE: Aug 2015-May 2016	4	Attendance Office Principal Campus PEIMS Supervisor Parent Liaisons Data Entry Clerk	Agenda Sign-in sheets Six weeks Attendance Report School Messenger Notification System				
	Funding Sources: No Funds Required						
4) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. POPULATION:attendance clerks and parent and attendance liaisons monitoring All students Pk-5th TIMELINE: Aug 2015	4	School Messenger Notification System Trainer Computer Services PEIMS Supervisor Pupil Services Data Entry Clerk	F: Agendas Sign in sheets				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 6 5) Publish and recognize campus attendance rates in KBSD, school marquees and school activities to promote and motivate student attendance District-wide and increase educational potential of students. Resources include- the use of campus marquee Instructional TV POPULATION: All students Pk-5th including TI MI LEP SE AR DYS GT TIMELINE: Aug 2015- May 2016	2, 6	Student Accounting Principal PEIMS Supervisor Admissions and Attendance	KBSD announcements Campus marquees				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 1 CSF 5 CSF 6 6) Recognize and award incentives; certificates and ribbons to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. To obtain perfects attendance, student must be present the entire instructional day for that attendance reporting period. Small plaques and trophies will be provided for student incentives. In addition, students with cumulative perfect attendance for the year will also be receiving a small plaque or trophy. POPULATION: All students Pk-5th including TI MI LEP SE AR DYS GT TIMELINE: Aug 2015- May 2016 CNA PG 8	1, 6	Principal PEIMS Supervisor Data Entry Clerk School counselor	Campus documentation				
	Funding Sources: Local - $4000.00, Title I-A - $2000.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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

Performance Objective 1: School campuses will maintain a safe and disciplined environment conducive to student learning.

Summative Evaluation: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights. POPULATION: Parents, Students, Staff, and Community PK-5TH TI MI LEP SE AR GT DYS TIMELINE: Aug. 25-29, 2016		Principals Assistant Principals Campus staff Public Information Parental Involvement	FORMATIVE: Signed SCC Acknowledgement Forms Agendas and Sign-in forms SUMMATIVE: Composite of end of year documentation				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 CSF 6 2) Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy. POPULATION: Parents, Students, Staff, and Community PK-5TH TI MI LEP SE AR GT DYS TIMELINE: Aug. 2016- June 2017	2, 4	Principals Assistant Principals	FORMATIVE: Completed Referral Forms SUMMATIVE: Composite of end of year documentation				
	Funding Sources: No Funds Required						

3) Provide training for administrators and new teachers: (a) (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) (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. POPULATION: Administrators New Teachers TIMELINE: Aug. 2016- June 2017	3	Principals Assistant Principals Counselors Professional Development RTI Specialist	FORMATIVE: Agenda Sign-in sheets SUMMATIVE: Session Evaluations				
	Funding Sources: No Funds Required						
4) 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 Allow staff to recognize and address the issue, as a preventive measure. POPULATION: Administrators, Campus Staff & Faculty TIMELINE: Aug. 2016- June 2017	4	Administrators, Principals, APs, Counselors, Professional Development, Behavioral Specialists RtI Specialist BISD PD	FORMATIVE: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports SUMMATIVE: Session Evaluations				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 6 5) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. POPULATION: PK-5TH GRADE Students TI MI LEP SE AR GT DYS TIMELINE: Aug. 2016- June 2017	2	Administrators Principals Assistant Principals Faculty & Staff Administration BISD Police & Security	FORMATIVE: Action Reviews, Sign-In Sheets, Evaluations, Audits SUMMATIVE: Composite of end of year documentation EOP documentation				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 6 6) Campuses 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 Monitored at all times. POPULATION: Administrators, Campus Staff & Faculty, All BISD Personnel, Visitors TIMELINE: Aug. 2016- June 2017	2	principals & Assistant Principals, Faculty & Staff, and BISD Police Security	FORMATIVE: Audits Evaluation Sheets SUMMATIVE: Composite of end of year documentation Log in folder in front office				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 5 7) Parent Presentations will be made periodically at campuses Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. POPULATION: Administrators, Campus Staff & Faculty, Guidance & Counseling Administration, Students and Parents TIMELINE: Aug. 2015- June 2016	4, 6	Principals Assistant Principals Counselors Parental Involvement	FORMATIVE: Evaluations, Sign-In Sheets, SUMMATIVE: Composite of end of year documentation PEIMS Discipline				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 6 8) Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals in the areas of : Gang Awareness Bullying/ Harassment Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness POPULATION: All students Pk-5th including TI MI LEP SE AR DYS GT TIMELINE: Aug 2016- May 2017	4	Administrator for Guidance & Counseling Campus Admin. Campus Counselors	FORMATIVE: Student academic progress number of discipline referrals SUMMATIVE: Counselor student log				
	Funding Sources: No Funds Required						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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

Performance Objective 1: Parents will be full partners with educators in the education of their children and will increase parent participation at the campus level by 10%.

Summative Evaluation: End of year reports will be submitted by the parent liaison to review total number of parental participation via weekly meetings and events.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Our parent liaison will hold weekly Parent Meetings to discuss parental issues, lockdown and safety procedures, CIP, SBDM, and to encourage parent volunteers. Snacks and beverages will be served. POPULATION: Parents TIMELINE: AUG.2016- MAY 2017	2	Principals Parent Liaisons	Formative: District and Campus Parental Involvement Policy Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist				
	Funding Sources: Local - $400.00						
2) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. POPULATION: Parents Schools Students TIMELINE: Aug. 2016	2	Principals Parent Liaisons	Formative: District and Campus Parental Involvement Policy Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist				
	Funding Sources: No Funds Required						

3) Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement. POPULATION: Parents Schools Students TIMELINE: Aug. 2016	2	Principals Parent Liaisons	Formative: School-Parent- Student Compacts Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 4) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. POPULATION: Parents TIMELINE: SEPTEMBER 2016	2	Principals Parent Liaisons	Formative: Agendas Sign-in sheets Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 5) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. POPULATION: PARENTS TIMELINE:March 2017- April 2017	2	Principals Parent Liaisons	Formative: Survey Results Summative: Composite of survey results Title I-A Parental Involvement Compliance Checklist				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 6) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan POPULATION: Parents TIMELINE: Aug. 2016- MAY 2017	2	Principals Parent Liaisons	Formative: Calendar Agendas Sign-in Sheets Minutes Fliers PI Policy Compact Parent Representative List Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklist STAAR Results				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 5 7) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities Campus Report Card State & District Assessments & Guidelines POPULATION: Parents and Community TIMELINE: AUG. 2016- MAY 2017	2	Campus Administrators Parent Liaisons	Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations Summative: Discipline Referrals STAAR Results				
	Funding Sources: No Funds Required						
8) Capitalize on District community resources by creating partnership agreements with agencies and organizations. Invite community agencies/ organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. POPULATION: Parents and Community TIMELINE: AUG. 2016- MAY 2017	2	Campus Administrators Parent Liaisons	Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations Summative: Discipline Referrals STAAR Results				
	Funding Sources: No Funds Required						
9) Educate campus teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. POPULATION: Parents and Community TIMELINE: AUG. 2016- MAY 2017	2, 4	Campus Administrators Parent Liaisons	Formative: Agendas Sign-in Session Evaluations sheets				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 5 10) Conduct an annual survey of Campus Administration and Staff to evaluate the support services provided by the Parental Involvement Department and the effectiveness of the Parental Involvement at the campus level in order to better meet the needs of all stakeholders and to make more informative decisions for the following school year. POPULATION: BISD Employees Parents and community TIMELINE: MAY 2017	2	Campus Administrators Parent Liaisons	Formative: Survey Results Summative: Composite of survey results				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 11) Provide parent training sessions at Gonzalez Elem. Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness - Drop-out and Violence Prevention - Community agencies / organizations POPULATION: Parents and Community TIMELINE: AUG. 2016- MAY 2017	2, 7, 10	Campus Administrators Parent Liaisons	Formative: Parent Sign-In Sheets Meeting Agendas Conference Evaluations Summative: 21st Century Evaluation				
	Funding Sources: No Funds Required						
12) Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings trainings. (Parent Liaison FTE will be funded from Title I funds) POPULATION: Parent Liaison TIMELINE: AUG. 2016- MAY 2017 CNA pg 14	2	Campus Administrators Parent Liaisons	Formative: Monthly Contact Log Composite Report Summative: Monthly Mileage Log Cash payments				
	Funding Sources: Title I-A - $300.00, Title I-A - $26461.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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

Summative Evaluation: State assessment scores will be monitored and assessed to make sure the Gonzalez Elementary migrant students were successful in their required tests as well as monitor their attendance in all extended day and regular day programs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 1) PFS students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Resources to be used for the PFS Migrant students include the NGS PFS report. POPULATION: PFS Migrant Students TIMELINE: Aug. 2016-May 2017	1, 9, 10	Federal Program Administrator Campus Administrators Campus Clerks	Formative: NGS Campus Reports Summative: Completed PFS Monitoring Tool				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 1 CSF 4 2) All migrant students will receive extended week tutorials in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive additional supplemental support services before other migrant students by being identified through the Migrant office and Data Entry office; additional pull out programs for remediation and assistance will be provided weekly. POPULATION: PFS Migrant Students TIMELINE: Aug. 2016-May 2017 CNA PG. 10	1, 9	Federal Programs Administrator Campus Administrators Tutorial teacher(s)	Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form with student NGS Number and Parent and Student signatures Master schedule for Tutorials Benchmark results Teacher lesson plans Tutorial Attendance sheets				
	Funding Sources: Title I-A - $3233.00						

Critical Success Factors CSF 1 CSF 4 3) In order to secure the data needed to Accommodate placement into Appropriate Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. The teacher will provide extended day services as needed. Additional Resources to be considered: CPALLS Results TPRI Results Tejas LEE Results TERANOVA/SUPERA POPULATION: Migrant Students TIMELINE: Aug. 2016 - May 2017	1, 9	Federal Program Administrator Campus Principals Elementary Teachers	Formative: Pre-Assessment Results Campus Composites Summative: C PALLS , TPRI, Tejas LEE TERANOVA/SUPERA Post Assessments				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 4 4) Elementary migrant students will have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. Resources needed include: Project SMART Summer Program All Non-Migrant Summer School Programs NGS Currently Enrolled Report POPULATION: Migrant Students TIMELINE: JUNE 2017	1, 9	Special Programs Administrator Campus Principals Homeroom Teachers	Formative: Eligibility Lists And Attendance Sheets Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation				
	Funding Sources: No Funds Required						

5) Third through fifth grade STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during the regular school year and summer school. Resources to be used include: STAAR Test Results Eduphoria and TANGO Reports NGS Student Transfer Document NGS State Assessments Report POPULATION:Migrant Students TIMELINE: May 2017	1, 9	Special Programs Administrator Campus Principals Homeroom Teachers	Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results Summative: Current State Results-STAAR				
	Funding Sources: No Funds Required						
6) The academic progress of 1st and 2nd grade Migrant students will be monitored to ensure success grade level completion and ultimately secure promotion to the next grade level. Results from TERANOVA/ SUPERA and TPRI/TEJAS LEE will be reviewed to secure accurate placement into the next school year and receive summer school opportunities. POPULATION: Migrant Students 1st & 2nd TIMELINE: SPRING 2017	9	Special Programs Administrator Campus Principals Homeroom Teachers	Formative: Enrollment Lists NGS STAAR Report Benchmark Results Summative: Test Results- TPRI/Tejas LEE results TERANOVA/SUPERA				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 5 7) Parents of migrant PK, Kinder, 1st, and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. POPULATION: Parents of Migrant Students TIMELINE: FALL 2016	7	Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC	Academic success for all Pk-2nd grade students EOY Promotion rate				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 5 8) 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:Teachers servicing Migrant Students TIMELINE: Aug. 2015-May 2016	4	Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC	Timely placement into Interventions.				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 2 9) 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: Parent Survey TIMELINE: Spring 2017	4	Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC	Increase on-time graduation				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 10) All migrant students will receive grade appropriate school supplies and/or clothing / hygiene products in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunities for meeting the academic challenges of all students. Clothing will be jackets, pants, shoes, t-shirts, socks, underwear. Students will receive additional instructional supplies to assist the students in the classroom. PFS students will receive supplemental support services before other migrant students. POPULATION: PFS Migrant Students TIMELINE: Aug. 2015-May 2016	1, 9	Special Programs Administrator Campus Administrators	Formative: NGS Campus Reports PFS Monitoring Tool Summative: Completed Request for Supplemental Support form with student NGS number and parent and student signatures				
	Funding Sources: Title I-A - $2278.00, Title I-A - $1650.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

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: Technology will be implemented in 100% of the classrooms and used to increase the effectiveness of student learning, instructional management, staff development, and administration assistance with teacher appraisals.

Summative Evaluation: The implementation of technology use in the classroom will be monitored and reviewed through the frequent classroom observations and weekly lesson plans submitted by the teachers.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 1) All Gonzalez teachers will use technology to teach and enhance all content areas including technology TEKS using a computer and/or Internet to complete classroom assignments throughout the year. All teachers and students will receive trainings on online safety, online usage, educational software, and technology uses of laptops, computers, Smart Boards, projectors, document cameras, printers POPULATION: Students PK-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016-May 2017	4, 5	Dean of Instruction Teachers PREK-5th	Campus School Technology and Readiness Starchart Usage of technology in the classroom will be more evident during the instruction Presentations Walkthroughs Lesson Plans				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 7 2) Teachers will be involved in campus staff development for updates on software as well as new technology hardware. The purchase of any technology related equipment and software will be done to facilitate student success on online testing and in all content areas to meet state and local standards. (i.e. laptop computers, desktop computers, Smart Boards, projectors, document cameras, printers, etc.) POPULATION: Students PK-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -May 2017	4	Principal Dean of Instruction Technology Support Teacher Teachers K-5 SBDM Committee	FORMATIVE: Sign-in Rosters & Evaluations SUMMATIVE All teachers will use a computerized grade book/ lesson plan for 2016-2017 STaR Chart				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 2 3) Teachers will complete STaR Chart surveys pertaining to: District and Campus Staff Development on uses of: laptops computers Smart Boards projectors document cameras printers, etc POPULATION: Teachers servicing students in PK-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -May 2017	4	Dean of Instruction Technology support Teacher	FORMATIVE: Sign-in Rosters & Evaluations Summative: STaR chart Completion				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 2 CSF 7 4) Teachers will be required to document classroom technology integration in their lesson plans using the technology TEKS to ensure that technology is integrated throughout the curriculum areas. Some of the content areas technology will be integrated include use of : EduSmart -Science Based Program Sci. Based Program POPULATION: Teachers servicing students PK-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -May 2017	4	Principal Dean of Instruction Technology Teacher Instructional Department Teachers PreK-5th	Formative: Student Performance Teacher Observation &l lesson plans SUMMATIVE All teachers will use a computerized grade book and lesson plan for 2016-2017 Student performance will increase in the different content areas.				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 1 CSF 2 CSF 4 5) All students will receive trainings on safety, online usage, educational software, and technology uses of laptops, computers, Smart Boards, projectors, document cameras, printers, to improve the integration of technology. In addition, all qualifying students will receive training on use of multiple assistive devices and software when needed POPULATION: Students PK-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -May 2017	4	Principal Dean of Instruction Technology Teacher Teachers PreK-5th	Student performance will increase in the different content areas. Formative: Student performance/ Teacher observation Summative: Starchart				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 6) Gonzalez Elementary will purchase new Projectors(3) document cameras (5) and a laptop (5) . as well as other hardware for the 2016-2017 school year to improve the infrastructure for online assessments and be used by the teachers and students for multimedia presentations. Laptops Printers & Ink cartridges Document cameras Desktop computers/hardware & software Projectors Printers Bulbs for projectors needed annually Headphones mounting projectors/ceiling mounts POPULATION: Students PK-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -Feb. 2017 CNA: pg.17	1	Principal Dean of Instruction Technology Teacher Instructional Technology Department Teachers K-5th	Student performance will increase in the different content areas. Formative: Walk-throughs Teacher class observation Lesson Plans Summative: STAAR Results Monitoring Tool				
	Funding Sources: Title I-A - $7500.00, Title I-A - $3000.00, Title I-A - $6500.00, State Compensatory - $36000.00, State Compensatory - $2400.00						
Critical Success Factors CSF 1 CSF 2 7) PreKinder-5th grade teachers will print TPRI/Tejas LEE, C-PALLS, EDI, AWARE, Universal Screener data reports, and RTI activities in order to plan accordingly for differentiated instruction. Resources needed: Ink cartridges for grade level printers and Dean of Instruction Teachers servicing students PK-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -May 2017 CNA pg. 17	1	PK-5th Grade Teachers Dean of Instruction	F: Lesson Plans S: BOY, MOY, EOY Reports				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 1 CSF 2 8) 2nd-5th grade ELL students will take practice online tutorials in the computer lab to improve and master Advanced High level on TELPAS in order to meet AMAO 1, AMAO 2, and AMAO 3. Focus Groups: 1st, 2nd & 4th Grade Resources needed: Computer Lab TELPAS Online Tutorials POPULATION: Students 2nd -5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -May 2017		Technology Support 2nd-5th Grade Teachers Testing Coordinator Dean of Instruction	F: Lesson plans, walkthroughs S: TELPAS Results				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 CSF 2 9) All Pre kinder through 5th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills. Students will participate in scheduled computer lab time instruction and classroom activities that incorporate technology into all subject areas. Additional Resources needed: Computer lab, COWS, desktops, Software, computer Lab Schedule Teachers servicing students PK-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -May 2017	1	PK-5th Grade Teachers Dean of Instruction Principal Asst Principal Teachers TST assistant (FTE)	Formative: walkthroughs Technology 6 wk grades Student Lab Progress Report Summative EOY grades lesson plans				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 4 10) Implement AR program in the classroom and library to expose students to different literary genres in order to increase STAAR Reading Scores in 3rd-5th grade. Teachers servicing students in 1st-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -May 2017	2	PK-5th Grade Teachers Librarian Dean of Instruction	AR Reports will reflect increase in campus participation				
	Funding Sources: No Funds Required						

Critical Success Factors CSF 1 CSF 2 CSF 4 11) Students will work at computer stations on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. In addition, 3rd-5th grade students will use internet websites to research science fair projects, data, and other information for the campus and district Science Fair projects. POPULATION: Students 3rd -5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -May 2017	2, 9	PK-5th Grade Teachers Administration Dean of Instruction TST assistant	F: Campus Science Fair Competition, Projects S: District Science Fair Competition 10% increase on STAAR scores				
	Funding Sources: No Funds Required						
Critical Success Factors CSF 1 12) The computer lab aide will provide instruction to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom instruction. POPULATION: Teacher Assistant servicing students PK-5TH TI MI LEP SE AR GT TIMELINE: Aug. 2016 -May 2017 CNA pg. 17	1, 2	Principal Dean of Instruction Asst Principal Teachers Support Staff	Formative Technology 6 wk grades Student lab progress report Summative EOY Grades STaR Chart				
	Funding Sources: Title I-A - $27300.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State Compensatory

Budget for Gonzalez Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
162-11-6118-00-130-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$13,112.00
162-11-6118-00-130-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$18,168.00
162-11-6118-00-130-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	$18,000.00
162-11-6119-00-130-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$158,131.00
162-13-6119-31-130-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$68,946.00
	6100 Subtotal:	**$276,357.00**
6300 Supplies and Services		
162-11-6396-00-130-Y-30-0K2-Y	6399 General Supplies	$8,570.00
162-11-6399-62-130-Y-30-0K2-Y	6399 General Supplies	$1,930.00
	6300 Subtotal:	**$10,500.00**

Personnel for Gonzalez Elementary:

Name	Position	Program	FTE
Alicia Y. Hernandez	PK-Teacher	State Compensatory Education	.5
Alina M. Perez	PK-Teacher	State Compensatory Education	.5
Anita Zepeda	PK-Teacher	State Compensatory Education	.5
Conchita Rodenbaugh	PK-Teacher	State Compensatory Education	.5
Mary Ellen Rodriguez	Dean of Instruction	State Compensatory Education	1

Title I

Schoolwide Program Plan

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

Gonzalez 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.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 school year and to increase the Level III Advanced Performance level in all content areas.

2: Schoolwide Reform Strategies

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; (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) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans (CIP 1.1, 1.2, 3.1).

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program (CIP 1.1). 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 (CIP 1.10) will include our school's participation in selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, paying stipends for attainment of a Master's Degree, Insurance benefits, opportunity for supplemental extra duty, and paying stipends for math, science, bilingual teachers, and grade level chairs.

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 (CIP 1.1, 1.11, 1.12,1.19, 5.3, 5.4, 7.1) 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. The need this year will be primarily in the STAAR updates and revisions to the Math TEKS and the impact on the state assessment. In addition, the need to improve overall scores in the Reading STAAR assessments will be a campus focus and will be monitored closely.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools (CIP 1.10) will include our school's participation in selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, paying stipends for attainment of a Master's Degree, Insurance benefits, opportunity for supplemental extra duty, and paying stipends for math, science, bilingual teachers, and grade level chairs.

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 and to purchase special materials used in the parent volunteer program **(CIP 7.1, 7.12).** Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will also encourage Healthy habits and nutrition classes to enhance the C.A.T.C.H. program. Weekly sewing classes and arts and crafts classes will encourage parental participation. By providing appropriate training, the achievement gaps can be reduced thus making them more effective in the art of parenting and providing a life-long desire for learning for their children. The parent liaison will help organize and coordinate classroom support through teacher collaboration.

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

The Pre-K program will be provided the full day in order to better prepare qualified students academically. The elementary campuses will transition the headstart students into the Elementary school setting by having the headstarts visit and collaborate with the PreKinder teachers in May as well as provide parent meetings at the HeadStart to better educate them on what to expect. (CIP 3.8)

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 **(CIP 1.7, 1.5)** 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, 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.

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

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 (CIP 3.1). Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds (CIP 3.9, 1.1, 1.2, 1.3). Title I Funds along with State Bilingual and State Special Education funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

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

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

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

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

Title I Personnel

Name	Position	Program	FTE
Ana Cardenas	Kinder Para	Title IA Programs Aide	1
Cynthia Melchor	Computer Lab Aide	Title IA Programs Aide	1
Imelda Lozano	Pre-Kinder Para	Title IA Programs Aide	1
Maria Esther Garcia	Kinder Para	Title IA Programs Aide	1
Maria Galvan	Pre-Kinder Para	Title IA Programs Aide	1
Maribel Salazar	Dyslexia Aide	Title IA Programs Aide	1
Marta Craft	Pre-Kinder Para	Title IA Programs Aide	1
Martha A. Lopez	Parent Liaison	Title IA Programs Aide	1
Myra Silva	Pre-Kinder Para	Title IA Programs Aide	1
Norma Maldonado	Nurse	Nurse	.40
Sidelia Garcia	Library Aide	Title IA Programs Aide	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Michael Padron	5th grade teacher

Campus Funding Summary

Advanced Academics					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Funds for G.T. destination imagination	199-11-6399-00-130-y-21-000-y	$774.00
				Sub-Total	$774.00
Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	12	Campus Nurse FTE		$0.00
2	1	1	UIL Materials Cost-LOC $200. Local funds		$200.00
4	2	6	small trophies, ribbons, certificates, and plaques	199-11-6498-00-130-Y-11-000-Y	$4,000.00
6	1	1	food and refreshments	199-61-6499-53-130-y-99-000-y	$400.00
				Sub-Total	$4,600.00
Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	substitutes for professional dev.	600-211-13-162-00-130-Y-30-AYP-Y	$1,000.00
1	1	1	Professional Development for Empowering Writers	211-13-6411-23-130-y-30-AYP-Y	$2,000.00
1	1	1	Consultant for Professional deveoplement	211-11-6299-00-130-y-24-0f2-y	$1,750.00
1	1	5	Instructional resources	211-11-6399-00-130-Y-30-0f2-y	$27,458.00
1	1	7	Funds for paper	211-11-6396-00-130-y-30-0F2-Y	$0.00
1	1	8	(211 Funds) for Ink & instructional teacher resources	211-11-6399-00-130-y-30-of2-y	$1,000.00
1	1	8	Instructional Materials	211-11-6399-00-130-Y-0f2-Y	$10,000.00
1	1	15	registration, travel fee for RGVSA 3 teachers	211-61-6411-00-130-y-30-of2-y	$0.00
1	1	16	supplies	211-11-6399-00-130-y-30-of2-y	$0.00
1	2	12	Campus Nurse FTE (40% salary TI-A & 60% LOC)	211-33-6119-00-130-y300f2	$0.00
3	1	6	FTE's for instructional assistants	211-11-6129-00-130-Y-30-0F2-Y	$0.00
3	1	9	conference expenses	211-13-6411-23-130-Y-30-AYP-Y	$0.00
4	2	6	small trophies, ribbons, certificates, and plaques	211-11-6498-00-130-Y-30-0F2-Y	$2,000.00

6	1	12	Mileage from 211 funds	211-61-6411-00-130-Y-30-0f2-y	$300.00
6	1	12	classified parent liaison's salary- FTE (211 funds)	211-61-6129-00-Y-30-OF2-Y	$26,461.00
7	1	2	supplemental pay for teachers	212-11-6118-00-130-Y-24-OF2-Y	$3,233.00
7	1	10	supplies, clothing and hygiene products	212-11-6399-00-130-Y-24-OF2-Y	$2,278.00
7	1	10	general supplies	212-11-6399-00-130-Y-24-OF2-Y	$1,650.00
8	1	6	capital outlay: projectors, document cameras, laptops, desktops	211-11-6649-62-130-Y-30-0f2-Y	$7,500.00
8	1	6	projector bulbs	211-11-6399-00-130-y-30-of2-y	$3,000.00
8	1	6	ceiling mounts for projectors	211-11-6399-00-130-Y-30-OF2-Y	$6,500.00
8	1	12	computer lab aide	211-11-6129-06-130-Y-30-0F2-Y	$27,300.00
				Sub-Total	$123,430.00

Title III-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8		263-11-6399-00-130-y-25-000-y	$10,025.00
				Sub-Total	$10,025.00

State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading materias	162-11-6329-00-130-Y30-TLX-Y	$5,000.00
1	1	5	instructional resources-STAAR coach, mentoring minds	162-11-6399-00-130-y-30-000-y	$7,000.00
1	1	5	students planners	162-11-6399-00-130-Y-30-000-y	$2,500.00
1	1	7	Funds for paper and instructional resources	162-11-6399-00-1330-y-30-000-y	$0.00
1	1	7	Funds for paper	162-11-6396-00-130-y-30-000-y	$2,500.00
1	1	8	Ink & instructional teacher resources	162-11-6399-00-130-y-30-000-y	$17,890.00
1	1	10		255-11-6119-01-130-Y-24-052-Y	$59,500.00
1	1	14	software LWS license	162-11-6249-63-130-Y-30-LWS-Y	$0.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-130-Y-30-SSI-Y	$11,000.00
3	1	1	Paper	162-11-6396-00-130-Y-30-000-Y	$20,000.00
3	1	1	Extra Duty Pay	162-11-6118-00-130-Y-30-000-Y	$0.00
3	1	1	Extra Duty Pay	162-11-6118-130-Y30-000-Y	$0.00

3	1	7	1 FTE	162-13-6119-31-130-Y-30-000-Y	$74,373.00
3	1	8	2 FTEs	162-11-6119-00-130-Y-34-PKK-Y	$0.00
8	1	6	fixed assets $499 or less	162-11-6649-62-130-Y30-000-Y	$36,000.00
8	1	6	fixed assets $499 or more	162-13-6649-62-130-y-30-000-y	$2,400.00
				Sub-Total	$238,163.00
State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Bil. Funds for Sub	16311611200130y25031y	$1,000.00
1	1	7	Funds for Paper	163-11-6396-00-130-y-25-000-y	$1,500.00
1	1	8	instructional teacher resources	163-11-6399-00-130-y-25-000-y	$5,525.00
				Sub-Total	$8,025.00
TLI					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	library books, supplies and literacy materials	289-11-6399-00-130-y-24-TL2-4	$1,000.00
1	1	3	library books, supplies and literacy materials	289-12-6329-00-130-Y-24-TL2-4	$6,164.00
				Sub-Total	$7,164.00
Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	supplemental duty for Migrant tutorials	212-11-6118-00-130-y-24-of2-y	$0.00
				Sub-Total	$0.00
No Funds Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9			$0.00
1	1	20			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00

1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	2	9			$0.00
1	2	10			$0.00
1	2	11			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
4	2	1			$0.00
4	2	2			$0.00
4	2	3			$0.00
4	2	4			$0.00
4	2	5			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	1	4			$0.00
5	1	5			$0.00
5	1	6			$0.00
5	1	7			$0.00
5	1	8			$0.00

6	1	2			$0.00
6	1	3			$0.00
6	1	4			$0.00
6	1	5			$0.00
6	1	6			$0.00
6	1	7			$0.00
6	1	8			$0.00
6	1	9			$0.00
6	1	10			$0.00
6	1	11			$0.00
7	1	1			$0.00
7	1	3			$0.00
7	1	4			$0.00
7	1	5			$0.00
7	1	6			$0.00
7	1	7			$0.00
7	1	8			$0.00
7	1	9			$0.00
8	1	1			$0.00
8	1	2			$0.00
8	1	3			$0.00
8	1	4			$0.00
8	1	5			$0.00
8	1	7			$0.00
8	1	8			$0.00
8	1	9			$0.00
8	1	10			$0.00
8	1	11			$0.00

Sub-Total	$0.00
Grand Total	$392,181.00