

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



Mission Statement

The mission of Resaca Elementary is to devote, bequeath and focus on academic excellence and have high expectations in order for each student to become college bound, successful and abiding members, citizens, and adults of society.

Vision

The vision of Resaca Elementary is to have each of its students achieve their Greatest Potential and build a solid
Foundation for the Future.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	13
Curriculum, Instruction, and Assessment	15
Family and Community Involvement	17
School Context and Organization	19
Technology	20
Comprehensive Needs Assessment Data Documentation	22
Goals	25
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	25
Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.	33
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.	36
Goal 4: The students will be encouraged and challenged to meet their full educational potential.	41
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.	45
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.	49
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.	53
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.	57
Federal System Safeguard Strategies	59
State Compensatory	60
Budget for Resaca Elementary:	60
Personnel for Resaca Elementary:	61
Title I	62
Schoolwide Program Plan	62

Ten Schoolwide Components	62
Title I Personnel	65
Campus Funding Summary	66

Comprehensive Needs Assessment

Demographics

Demographics Summary

Resaca Elementary School is located in Brownsville, Texas. Resaca Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 1931 with subsequent classrooms added in the ensuing years. The main campus was originally comprised of one building housing a limited number of classrooms. New building additions comprised of a cafeteria, a gymnasium, a library and additional classrooms were added in the subsequent years.

The student population at Resaca Elementary School is approximately three hundred two and serves students in grades Pre-K through Fifth Grade. As reported on the 2014 - 2015 TAPR the campus employed 22.4 teachers, 3.9 professional support staff, 2.5 campus administrators, 7.9 educational aides for a total staff count of 36.6. The student population includes Hispanic 100%, Economically Disadvantaged 97.9%, Limited English Proficiency (LEP) 61.3%, At-Risk 72.90%, Migrant 1%, Gifted and Talented 13.1%, Special Education 8.3%, Mobility 23.8%. The attendance rate is 97.78% for all students and 97.56% for At-Risk students. The retention rate for all students is 10.12% and 10.12% for At-Risk students. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The following information originated from the 2014 - 2015% TAPR results.

Texas Accountability Inventory System (TAIS)

Demographics Strengths

The strengths based on our demographics include our student attendance rates, and low student to teacher ration. Our campus has a low total student enrollment, which helps administration keep track of students needs an closely monitor student progress. We have less than 3 teachers per grade level, who work very closely in lesson planing. The staff continuously utilizes the RtI model to provide tier interventions to meet the needs of struggling students, thus preventing students to fall behind.

Demographics Needs

- The Campus will employ the use of Extended day Tutorial, purchase STAAR focused workbooks and will integrate STAAR geared on-line software programs (Living w/Science, Think Though Math, Edusmart, Istation, Compass) to have an increase of 10% of At-Risk, ELL and Special Education students scoring in Level II and Level III on the Reading, Math, Science and Writing STAAR. Migrant students will be provided with literature books to increase the student exposure to novels, improve comprehension and increase the students fluency. Furthermore, student in Pk - 5th grade will have the opportunity to go on school field trips that will build background experiences and increase student vocabulary which are an essential skill needed for reading comprehension. **CIP 1.1.1, 1.1.2, 3.1.1, 1.1.33, 3.1.1, 3.1.2, 3.1.3, 7.1.13, 1.1.8**
- Tutorial and on-line software programs are needed to increase percent of ELL 1 – 2nd grade students scoring AH on TELPAS Reading. **CIP 1.1.1, 3.1.1**
- More opportunities for professional development focused on providing instruction to ELL students needs to be offered at the campus. This will provide teachers with tools and strategies that can be implemented in their instruction; thus, help increase the percentage of students exiting the Bilingual Program by 2nd grade. Copy paper and ink will be needed for the handouts used during the Professional Development. **CIP 1.1.4, 1.1.6**
- Parent Liaison needs to continue communicating with parents or conduct home visits to ensure students are attending students in order to maintain high student attendance Rate for all sub populations. **CIP 3.1.7**
- Committee concluded that to maintain the high attendance student campus Attendance Rate home visits, calling parents, offering student incentives, and such would continue to ensure a better attendance rate. Also motivational activities such as perfect attendance awards, and Wampum's will continue to be provided for students with perfect attendance by six weeks. Migrant students will be provided with essential clothing that is necessary during winter or raining weather for students to come comfortable to school; thus, reduce absences. Furthermore, teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance requirements. **CIP 3.1.7, 4.1.3, 4.1.4, 4.1.5, 4.1.7, 4.1.10, 7.1.9, 8.1.14**
- To increase student enrollment at Resaca Elementary staff members will participate in the Walk for the Future program. Staff members will visit previously enrolled students in efforts to inform the parents of the school's success. **CIP 4.1.13**
- To decrease 10% of students in Special Education receiving OSS the counselor will speak to the students with discipline issues, lunch and/or in school suspension will be assigned and the students behavior intervention plan will be continuously monitored.

Student Achievement

Student Achievement Summary

Resaca Elementary celebrates being recognized as a High Performing and High Progress School and receiving a 2014 Texas Accountability Met Standard Rating. Students worked hard and 2014 STAAR scores are higher than the years before. This year, our campus also earned six Distinctions:

- Academic Achievement in Reading/ELA
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent Student Progress
- Top 25 Percent Closing Performance Gaps
- Post-secondary Readiness

The students of Resaca Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Texas Literacy Initiative (TLI), science, Accelerated Reader, and others. All students are required to meet the passing standard of the four assessments, which comprise the State of Texas Assessments of Academic Readiness (STAAR).

Teachers at Resaca Elementary campus provide effective, research based instruction, based on best practices and initiatives supported by Brownsville ISD Department of Curriculum & Instruction. The RtI model is employed for struggling students, students are placed in a Tier based on their individual needs. The RtI Core Team meets every 3 week to review and discuss students progress, effectiveness of interventions, and/or the need for Tier III interventions.

Although we are proud of our scores, we know there is much work to be done. When the overall scores are examined by each grade level, we begin to see that 3rd grade scores are low and need improvement.

3rd - 5th Grade All Students STAAR Summary

Reading – 3rd grade (campus 67%, district 78%, state 81%), 4th grade (campus 85%, district 69%, state 72%), 5th grade (campus 82%, district 74%, state 77%)

Writing – 4th grade (campus 91%, district 76%, state 70%)

Math – 3rd grade (campus 70%, district 76%, state 70%), 4th grade (campus 88%, district 77%, state 72%), 5th grade (campus 85%, district 77%, state 74%)

Science – 5th grade (campus 95%, district 72%, state 73%)

Performance variation between all student groups:

Subgroups	Reading	Math	Writing	Science
All 3 rd – 5 th Grade Students	76%	81%	84%	87%
At-Risk	61%	68%	65%	74%
Economic Disadvantage	76%	81%	84%	86%
Hispanic	76%	81%	84%	87%
White	*	*	*	*
Female	75%	83%	92%	81%
Male	77%	80%	81%	90%
Gifted and Talented	83%	100%	100%	100%
LEP	60%	61%	75%	55%
Migrant	100%	100%	100%	*
Special Education	44%	50%	33%	75%

The trends identified when all students performance was compared with all student groups indicate

2014 TPRI Scores

Scores at the Beginning of the Year TPRI for students in 1st - 3rd indicate that there is a critical need to improve Reading comprehension and Fluency.

2014 TPRI BOY	TPRI Developed in Comprehension	TPRi Developed in Fluency
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1st Grade	Story 1 - 9%	average - 23%
	Story 2 - 9%	
2nd Grade	Story 1 - 58%	Average - 29%
	Story 2 - 37%	
3rd Grade	Story 1 - 71%	Average - 58%
	Story 2 - 53%	

Student Achievement Strengths

Resaca Elementary has a population of hardworking and high achieving students. The campus is proud of many different student achievements

- Increased # of after-school activities: Cheer-leading, Safety Patrol, Running Club and Choir
- Raining UIL Champion for the 5th Year in a roll
- High percentage of 4th grade students scoring accomplished on the STAAR Writing assessment
- High percentage of participants in UIL, Science Fair
- 95% of 5th grade students meeting the passing criteria for STAAR Science
- Our student attendance (97.7%) percentage rate is higher than the State (95.9%) and District (96.4%).

Student Achievement Needs

Even though our campus has many student achievements there continues to be needs. This needs will continue until 100% master of the TEKS for every subject. From our data analysis, we have identified the following as the most current, critical student achievement needs.

- To Increase the percent of all 3rd to 5th grade students meeting the Level II and Level III standard on the STAAR Reading and Math assessment campus will Progress Monitor students every six weeks through the use of minimarks and benchmarks, provide incentive activities for students scoring at a Level III and provide remediation for students with need of extra support. Campus professional development focused on improving student performance in ELA, Math and Science will be provided for PK to 5th grade teachers. Copy paper and ink cartridges will be purchased for the handouts

used during the training. CIP 1.1.2, 1.1.11, 1.1.13

- The Campus will employ the use of Extended day Tutorial, purchase STAAR focused workbooks and will integrate STAAR geared on-line software programs (Pearson-Realize, Think-Central and Compass) to have an increase of 10% of 3rd grade students scoring in Level II and Level III on the Reading and Math STAAR CIP 1.1.1, 1.1.2, 1.1.33, 3.1.1, 3.1.2
- To increase by 10% students scoring Advanced High on TELPAS Writing and the 4th grade students scoring Level II on STAAR Writing the use of writing rubrics will be implemented in PK – 5th grade and daily writing journals will be created for all students. CIP 1.1.10, 1.1.17
- STAAR Science scores indicate that the Living w/Science Online Software Program has been successful. Therefore, to maintain a high percentate of 5th grade students meetings the STAAR Science passing criteria and increase by 10% the number of students scoring Level III, the Living w/Science Online Software Program License will be renewed. CIP 1.1.2, 3.1.2
- Compass Learning Online Software Program license will be purchases to serve as a Kinder - 5th grade intervention tool for Math, Reading and Writing; thus help improve student weekly test, minimark, benchmark and STAAR scores.
- To improve Kinder - 3rd grade comprehension results on the TPRI and Tejas Lee and increase the percent of students in 3rd - 5th scoring above level II and level III on the Reading STAAR assessment students will actively participate in the AR program. Teachers will monitor and continuously promote/encourage students to read and test. Students who reach 100 AR points will be rewarded with a filed trip to the BISD Aquatic Pool. Supplies needed to continue promoting the AR program will be purchased. CIP 1.1.14, 3.1.4, 3.1.7
- Strategies to maintain a high attendance rate include: parent liaison calling parents or making home visits, wampum reward system, bicycle raffle, social scholar every six weeks, and wkly recognition during morning announcements. CIP 3.1.6, 4.1.3, 4.1.10, 4.1.11, 4.1.12
- To increase the percent of 3rd to 5th grade students scoring met standard on the Math STAAR a focus will placed on learning the multiplication and division facts. Students will be given opportunities to practice division and multiplication through folder games and songs. CIP 1.1.19

School Culture and Climate

School Culture and Climate Summary

All staff members at Resaca Elementary believe that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire campus operates under an Excellence in Personal Management.

Resaca Elementary has a small number of teachers per grade level. Due to the small number of staff members everyone at Resaca Elementary is treated like family, when any member is in need the whole staff stands up to help. Our campus is a neighborhood school that has predominantly Hispanic employees and students. Many of the employees are former students of Resaca Elementary; therefore, they have a better understanding of the limited experiences, hardships and other difficulties our students encounter.

School Culture and Climate Strengths

Resaca Elementary celebrates the following strengths:

- Low Teacher Mobility Rate
- High percentage of Experienced Teachers
- Weekly Parental Involvement Meetings
- Monthly Faculty Meetings
- Weekly Grade Level Meetings
- High percent of teachers involved in extra-curricular activities: chess, UIL, running club, science fair, choir,
- School Climate / Decorating Committee
- Organized Coffee Club
- Six Weeks Luncheons
- Teacher Incentive Program (Prizes for Teachers)
- Faculty & Staff Birthday Recognitions
- Teacher Appreciation Week
- Secret Santa
- Christmas Luncheon
- End-of-Year Luncheon

School Culture and Climate Needs

The campus staff members concluded that in order to improve the school culture and climate we need to increase opportunities for Vertical Alignment Co-planning and conduct more STAAR Reading, Technology, Bullying and Autism Awareness Trainings.

- The committee concluded that extended and more intense teacher planning/preparation time was needed every six weeks in order to properly address and prepare for STAAR and thus would include access to and printing of teacher resources and materials such as HMH and Envision updates and STAAR preparation documents. **CIP 1.1.34**
- In order to foster collaboration and collegiality amongst grade levels, teachers will work to create more opportunities for vertical and horizontal alignment. Teachers will be given three hours of planning after every six weeks to focus on instruction for the upcoming six weeks. **CIP 1.1.34**
- Technology trainings on PowerPoint, Smart-Board, use of on-line software programs (Think Through Math, Istation, EduSmart, Living w/Science, Odyssey) will be coordinated with technology services and curriculum department to take place Resaca. To complete these tasks computers, projectors, copy paper, ink, printer and on-line access will be needed. **CIP 9.1.5**
- To increase bullying awareness counselor will provide presentations on bullying. Flyers against bullying will be displayed at Campus. To further increase bullying awareness students will provide with websites that promote awareness on reporting bullying. **CIP 5.1.2, 5.1.7, 5.1.9, 5.1.17**
- Staff development in the areas of discipline management, technology and autism training will be provided in order to promote awareness. **CIP 5.1.1, 5.1.3**

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Resaca Elementary is committed to providing Highly Qualified teachers and support staff in all four core areas and grade levels.

The current staff at Resaca Elementary School is comprised of seventeen teachers, three campus administrators, one counselor, four professional support personnel, five non-classroom staff, and six educational aides. The ethnicity of the Resaca Elementary School staff is composed of 100 % Hispanic. The teaching staff is also 16% male and 84% female.

Staff Quality, Recruitment, and Retention Strengths

100% of the staff is Highly Qualified. 100% of the certified staff have participated in opportunities to acquire hours/credits towards their continuing professional education. Every general classroom teacher from PK - 5th grade is bilingual certified. All Kinder - 5th grade teachers have GT Core and On-going hours.

Other Strengths Include:

- Dedicated staff-low turn over
- Highly motivated and self driven personnel
- Full time TLI specialist
- High Percentage of teachers participate On-going Professional Development
- High Percentage of Alumni Teachers
- High percentage of Experienced Teachers

- All teachers set High Expectations
- Take Ownership
- Collaborate
- Provide a Strong Support System
- Teachers are Analyze Data Driven
- Differentiated Instruction

Staff Quality, Recruitment, and Retention Needs

- Increase in the quality and sustainability of professional development include PD addressing the framework and content of the new state assessment,

STAAR which would ultimately be integral in sustaining highly-effective teachers. Supplies require for PD include pens, binders, folder, notepads, paper and ink, and assets such as printers, additional equipment such as document cameras, projectors, and printers. **CIP 1.1.7, 1.1.8**

- The Committee concluded that there was and is a need for increase technological integration in the classroom and thus in an effort to address this need have recommended employing the continued and additional use of more document cameras, projectors, Smart-boards, printers, and the use of software licenses for student software access. Furthermore, technology trainings on PowerPoint, Smart-Board, use of on-line software programs (Think Through Math, Istation, EduSmart, Living w/Science, Odyssey) will be coordinated with technology services and curriculum department to take place Resaca. **CIP 9.1.5**
- The committee concluded vertical planning is essential to improve classroom instruction; therefore, administration will schedule three hours of vertical alignment planning for PK-5th Grade teachers after every six weeks. **CIP 1.1.34**

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Resaca Elementary teachers committed in implementing an effective, strong curriculum that addresses all TEKS, prepares students for state assessments, and provides college readiness skills. Teachers are expected to follow the District Frameworks and use its many tools to ensure that all students are taught to the depth and complexity of the standards established by the State of Texas.

Instruction at all grade levels is aligned with the TEKS, and teachers are expected to plan both instruction and common assessments as a team effort during common planning times and during regularly scheduled Professional Learning Community (PLC) meetings. The Principal, Assistant Principals, Dean of Instruction, TLI Teacher Specialist meet weekly with teachers to serve as a resource for ideas, to ensure that daily instruction is aligned with the curriculum, and to assist teachers in planning instruction that is at the rigor necessary for students to successfully master the standards.

Teachers in 1st - 5th grade use six weeks Progress Monitoring Assessments and Benchmark for Reading, Math, and Science to evaluate student progress. Progress Monitoring Assessments and Benchmarks give teachers the opportunity to monitor students while they are learning and then helps them adjust instruction to the specific academic needs of their students. Summative assessments give students the chance to prove what they have learned after instruction has been concluded.

Curriculum, Instruction, and Assessment Strengths

The following have been identified as Curriculum, Instruction, and Assessment strengths:

- Strong research-based curriculum strands
- 100% RTI Teacher Implementation in Kinder - 5th grade
- 100% of teachers implementing TLI strategies in Reading
- Frequent opportunities for Vertical /Horizontal alignment
- High Standards for all Student Populations
- Administrative Conferences with Each Student after a Benchmark
- Teacher/Parent/Administrative Conferences with Students
- 100% Research-based Intervention Strategies for Reading and Math
- Monthly trainings focused on Reading, Math, and Science

Curriculum, Instruction, and Assessment Needs

The following have been identified as Curriculum, Instruction, and Assessment needs:

- The Committee concluded that there was and is a need for increased technological integration in the classroom and thus in an effort to address this need have recommended employing the continued and additional use of more document cameras, projectors, printers, and the use of software licenses for student software access. **CIP 9.1.2, 9.1.7**
- During grade level meetings teachers will desegregate student data from benchmarks and implement in instructional setting. The Committee concluded that teachers will be trained in differentiated instruction for special needs students. Extended and more intense teacher planning/preparation time is needed in order to properly address and prepare for STAAR and thus would require access to, displaying, and printing of teacher and student materials. **CIP 1.1.9**

Family and Community Involvement

Family and Community Involvement Summary

The Resaca Elementary staff believes that our students and their families are all part of the larger Resaca family. We intentionally plan events that bring the school staff, our students, their parents, their families, and the surrounding community together to support student success. These events include parenting meetings every Tuesday, Literacy Nights, Christmas and Charro Days Performances, Open House, Fall Carnival, Marathon Runs, District Competitions. By strengthening family and community involvement, we are empowering our students to reach their full potential as learners, community members, and world citizens .

Family and Community Involvement Strengths

Our Family and Community Involvement Strengths Include:

- Resaca Elementary is proud to involve community members by organizing Care Partners Program. Each classroom teacher has selected community member that will motivate and encourage the students succeed.
- 3rd grade students perform and sing Christmas songs to the members of Winter Heaven Group. Students are provided with Christmas stockings and books.
- The Resaca PTO provides Bike Donations for students who have perfect attendance through a raffle.
- Every year a member from the community is invited to be the Principal for a Day
- The University of Texas at Brownsville UTeach Program - students from UTB conduct classroom observations and lessons in various classrooms.
- A CBP Agent conducts a "Just Say No to Drugs" Presentation
- Ashley Furniture Hope To Dream Foundation provided beds for 10 of our Resaca students
- The Brownsville Fire Department conducts yearly presentations
- Gladys Porter Zoo Partnership - Mrs. Hernandez 3rd grade class has monthly presentation conducted by an Zoo employee
- Brownsville Police Department Backpack Donations
- International Christian Church Backpack and Christmas Presents
- Sponsorships: Chick-fil-a, Denny's, and Mr. Gatti's
- School Community Clean Up
- Peter Piper Needy Food Drive
- March of Dimes

Family and Community Involvement Needs

- To increase Participation in Parental Involvement meetings and maintain a high student attendance parent home visits will be conducted by parent liaison; therefore, funds will be allocated for incurred mileage. **CIP 7.1.11, 3.1.6**
- We will increase the # of school activities to involve parents **CIP 7.1.1, 7.1.2, 7.1.5**
- Increase the # community members invited to Read to students **CIP 7.1.7**
- School messenger and flyers will be used to inform and encourage parents to participate in Parent volunteer Meeting. Supplies required to complete this task are printing supplies such as paper, ink, and printers and projection hardware such as projectors and elmos for presentation. **CIP 7.1.14**
- The Committee concluded that parents will be provided with access and training in Home Access Center (HAC). **CIP 7.1.10**

School Context and Organization

School Context and Organization Summary

In order to maximize learning time, and to ensure the appropriate time for interventions and acceleration, all grade levels at Resaca Elementary follow a master schedule. This schedule includes 30 - 45 minutes of intervention time for each grade level, which is used for pull-outs. This allows students to receive interventions without missing the core instruction. It also allows enrichment time for students who are performing at or above grade level. Students are also served during the day by following an inclusion model, which gives additional support to special education.

School Context and Organization Strengths

Resaca Elementary Context and Organization Strengths include;

- Strong school organizational structure
- SBDM Monthly Meetings
- Support Services provided

School Context and Organization Needs

Resaca Elementary Context and Organization Needs are Increase participation in the decision-making process by all stakeholders.

- The Committee concluded that the campus must improve in informing and empowering all school stakeholders in their responsibilities in the decision-making process and the importance in their input and involvement in the overall process. **CIP 1.1.9**

Technology

Technology Summary

The staff at Resaca Elementary realizes that using technology to enhance learning is key to preparing our students to be 21st Century learners. As a result, teachers are encouraged to incorporate technology daily in an effort to support student learning. We have two computer labs on campus that are used by each class at least once a week. There are four desktop computers in each classroom and two laptop mobil carts. The mobil computer carts are used daily by 5th grade students. Web-based initiatives, including Think Through Math, i-Station, Read About, Reading A to Z, Vocabulary A to Z, PearsonRealize, ThinkCentral and Math Mayhem are used at least 3 times per week.

To support teachers, the Technology Support Teacher (TST) and the Dean of Instruction offer regular professional development opportunities for staff members who are responsible for integrating technology into student learning.

Technology Strengths

- We have 42 new laptops for the 5th grade students.
- We have 1 computer lab that has computers less than a year old.
- All 1st - 5th grade teachers have document camera, laptop and projector
- Our campus has and utilizes 3 smartboards.
- Teachers are consistent with using technology in the classroom by integrating videos and interactive lessons to their instruction. They also assign online lessons, quizzes and test to students from the Math, Reading and Science curriculum adoptions.

Technology Needs

- Projectors need to be purchased for teachers to use to present lessons and videos from current Reading, Math, Science and ESL adoptions. Projectors will be provided to teachers who currently do not have one or who's projector no longer is working. [CIP 3.1.4, 9.1.7](#)
- Headphones in computer lab need to be replaced, because 75% of them no longer work. Teachers are consistently having to bring the headphones from their classroom computers to be able to have headphones for all students at the computer lab. [CIP 3.1.4](#)
- Computers will provide accessibility to instructional programs that will increase student interaction and engagement in the learning process. Headphones will be purchased for students to use in the new math and science computer lab. The level of technology integration into classroom instruction by teachers and students will be increased. [CIP 9.1.5, 9.1.7](#)

- Living w/Science On-line software that is in line with current TEKS will be renewed to increase student performance in Science. CIP 1.1.2, 3.1.2
- Provide training for teachers on how to setup and use the Smart Board for instruction. CIP 9.1.4

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

- Student failure and/or retention rates

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

Performance Objective 1: A minimum of 90% of students will achieve a Level II Recommended Performance on STAAR Assessments. A minimum of 40% of students will achieve a Level III Advanced Performance.

Summative Evaluation: STAAR results for grades 3-5, TPRI for grades K-2, and CPALLS for Pre-K

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Staff Development opportunities will be provided for core teachers serving bilingual and/or at-risk students. Professional development will provide teachers with specific strategies to meet the academic needs of these populations.</p> <p>Population: Pre-K to 5th Grade Teachers Timeline: Once Every Six Weeks Sept 2016 - March 2017</p>	2, 3, 4	Principal, Dean of Instruction	<p>Formative: Pre-RTI, Progress Monitoring</p> <p>Summative: CPALLS TPRI/Tejas Lee TELPAS, STAAR: Reading, Math, Science, Writing; TELPAS, LAS Links, and Terrenova</p>				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 1</p> <p>2) Provide Professional Development for new and existing Elementary teachers on designated grade level assessments data analysis in order to monitor/adjust instruction and report student achievement in literacy.</p> <p>PK C-PM TPRI/Tejas Lee-K-3 Diagnostic Assessments 4-5 STAAR-3-5 TELPAS Resources needed to accomplish this task are paper, printer and ink.</p> <p>Population: Pre-K to 5th Grade Teachers Timeline: at least 3x per year Oct. 2016 - May 2017</p>	2, 3, 4	Dean of Instruction Principal	<p>Formative: Pre-RTI, Progress Monitoring</p> <p>Summative: CPALLS, TPRI/Tejas Lee EOY, TELPAS Assessment Results</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Provide professional development on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR.</p> <p>Population: 3rd - 5th Grade Teachers</p> <p>Timeline: Every Six Weeks 1st through 5th Six Weeks 2016-2017</p>	3, 4	Dean of Instruction, Principal	Formative: sign-in sheets, agendas, lesson plans, classroom observations Summative: STAAR results				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Grade level meetings are held on a weekly basis to keep teachers informed of district initiatives, analyze/review student assessment data (AWARE), plan/develop action plans that will target individual student weaknesses on core subject TEKS/assessment objectives.</p> <p>Population: PreK-5th grade teachers, SE Teachers and support staff</p> <p>Timeline: Weekly Aug. 2016 to June 2017</p>	3, 8, 9	TLI Teacher Specialist, Dean of Instruction, Assistant Principal and Principal	Formative: RTI and classroom observations Summative: Report Card EOY averages, STAAR, Aprenda/SAT 10, TELPAS,				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) To facilitate student transitions from Pre-K- 5th grade, teachers and support staff will participate in horizontal and vertical grade level meetings at the end of every six weeks period to discuss</p> <ul style="list-style-type: none"> *Areas of strength and weaknesses found in each grade level and content area *RTI packets and interventions *STAAR standards and strategies *ELA Frame work planning *Failure Reports <p>Population: Pre-K thru 5th grade teachers and Special Ed. Teachers</p> <p>Timeline: 1 x Every Six Weeks Aug. 2016 to June 2017</p>	2, 9, 10	Dean of Instruction, Principal,	Formative: Sign-in sheets, agendas, RTI Monitoring Reports, Summative: STAAR				
Funding Sources: No Funds Required							






<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Provide accelerated instruction during regular school year and extended year for all at risk students.</p> <p>Population: All At-Risk Students, LEP, TI Timeline: Weekly Sept. 2016 to July 2017</p>	1, 9	Dean of Instruction Principal	<p>Formative: Lesson Plans, walkthrough, and benchmarks, Progress Reports</p> <p>Summative: STAAR and Retention Rate</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Implement intervention through the Response to Intervention (RTI) 3 Tier Model in order to support student academic growth and success. All interventions should be scientifically researched based. Teacher will document interventions and the student progress. Data will be used to identify the areas of need by student. Teacher will adjust instruction/interventions as needed.</p> <p>Tier I - a minimum of 90 minutes devoted to ELA instruction Tier II - 30 minutes per day in small group in addition to the core instruction Tier III - 30 minutes per day in individual or small group instruction in addition to the core instruction</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: every 3 weeks Aug. 2016 to May 2017</p>	9	Counselor, Teacher, Dean of Instruction,	<p>Formative: Pre/Post Tests Progress Reports, Lesson plans, classroom observations, benchmark scores</p> <p>Summative: STAAR, TELPAS, TPRI EOY</p>				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) Field Trips will be conducted to supplement TEKS instruction.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Dec. 2016, March 2017 to June 2017 1-3 trips per grade and per year</p>	3	Dean of Instruction, Principal	<p>Formative: Lesson Plans</p> <p>Summative: STAAR/ TELPAS reading & writing results</p>				
Funding Sources: Local - \$2400.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Co-Planning will be scheduled to review progress of SE Students, and review STAAR participation requirements with the regular & special education teacher.</p> <p>Population: K-5th grade and Special Ed. Teachers</p> <p>Timeline: end of every six weeks Sept. 2016 to June 2017</p>	9, 10	Dean of Instruction, Principal	Formative: sign-in sheets; agenda; Summative: STAAR Results, EOY RC grades, EOY TPRI/Tejas Lee Results				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Increase the percentage of students in K- 5th scoring Advanced High on TELPAS writing. (1) PK-5th grade students will participate in Language Arts activities integrated with the writing for 30 minutes daily, (2) Teachers will utilize the writing process via a variety of genre texts in grades PK-5th and conduct vertical alignment, (3) Students will participate in the Brownsville Herald Kids Speak writing, (4) PK - 3rd teachers will use writing rubrics specific to each grade level to score one writing prompt per six weeks, (5) PK - 5th teachers will collect 5 writing samples on various subjects without teacher corrections. The writing samples will be rated B, I, A, AH and kept inside a writing portfolio provided by the District, (6) A daily writing journals will be printed for all bilingual students in grades 1st - 5th.</p> <p>All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Every Six Weeks Sept 2016 - June 2017</p> <p>CNA pg. 10</p>	1, 9	Campus TST, Dean of Instruction, Principal	Formative: progress reports, classroom observations, lesson plans Summative: TELPAS & STAAR Writing results				
Funding Sources: Local - \$600.00, Local							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) Students in K-5th grade will participate in kids voting to obtain a better understanding of the democratic process</p> <p>Population: K-5th grade students TI MI LEP SE AR GT DYS</p> <p>Timeline: Oct. 2016</p>	3	Teachers, Dean of Instruction, Principal	Formative: participation roster Summative: final tally				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>12) 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.</p> <p>Population: PK - 5th grade all students TI MI LEP SE AR GT DYS</p> <p>Timeline: Daily August 2016- thru June 2017</p>	3	Physical Education Teacher, Dean of Instruction, Principal	Formative-Classroom Observations, student attendance records Summative-School Health Index,				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 4</p> <p>13) 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.</p> <p>Population: 3rd - 5th grade students all students TI MI LEP SE AR GT DYS</p> <p>Timeline: 1x per year August 2016- thru June 2017</p>	3	Physical Education Teacher, Dean of Instruction, and Principal Physical Education Curriculum Specialist	Formative-Updated District Policy, Classroom Observations Summative-TEA required report for Fitness Assessment Results & Student Follow-up				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>14) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Weekly Aug. 2016 - June 2017</p>	9	Physical Education Teacher, Dean of Instruction, Principal	Formative: Lesson plans, classroom observations, Frameworks Summative: STAAR Scores				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>15) 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.</p> <p>Population: All students TI MI LEP SE AR GT DYS, All teachers and Parents</p> <p>Timeline: Every six weeks</p> <p>August 2016 - June 2017</p>	6	Cafeteria Manager, Physical Education Teacher, Parent Liaison, and Dean of Instruction, Campus Catch Team Members	Formative-Campus Visitation Observation, Updated District Policy Summative- Campus Improvement Plan				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 4</p> <p>16) Campus will create, implement, and maintain a safety protocol to address a teacher to student ratio of 22 to 1 or greater, as per Senate Bill 891 effective 9/1/09.</p> <p>Population: Pre-K - 4th grade All students TI MI LEP SE AR GT DYS,</p> <p>Timeline: Daily</p> <p>August 2016 - June 2017</p>	3	Dean of Instruction, Principal, PEIMS Data Entry Clerk	Formative: schedules, classroom observation, attendance sheets Summative: Reviews of Campus Safety Action Plan And Emergency Operating Procedures (EOP)				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>17) Educate students and parents on the district's 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).</p> <p>Population: All students TI MI LEP SE AR GT DYS, and Parents</p> <p>Timeline: Beginning of school year and when needed</p> <p>Aug. 2016 - June 2017</p>	6	Parent Liaison, Counselor Principal	Formative: Counselor Classroom Presentations, Agendas, Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt form Summative : Incident Reports and Parent Surveys				
Funding Sources: No Funds Required							


<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>18) 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</p> <p>Population: All students TI MI LEP SE AR GT DYS, All teachers, Counselor, Administration and Parents</p> <p>Timeline: August 2016 - June 2017</p>	4, 6	Counselor, Parent Liaison, Principal	<p>Formative: Counselor Classroom Presentations, Agendas, Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt form</p> <p>Summative : Incident Reports and Parent Surveys</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 6</p> <p>19) Campus will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: as needed Aug. 2016 - June 2017</p>	10	Counselor, Dean of Instruction, and Principal	<p>Formative: Counselor Classroom Presentations, Agendas, Sign-In Sheets, Verification of Information Distribution via Signed BISD Parent/Student Handbook receipt form</p> <p>Summative: Incident Reports and Parent Surveys</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>20) Identification, Monitoring, of Bilingual students through LPAC committee meetings. *Supplemental Duty for Teachers *Substitute teachers</p> <p>Population: All Students LEP</p> <p>Timeline: Monthly - Aug. 2016 - June 2017</p>	3, 9	LPAC Chair Person Dean of Instruction Principal LPAC Aide Teacher	<p>Formative: LPAC Minutes - Student Plus, student PRC</p> <p>Summative: EOY LPAC Minutes</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 7</p> <p>21) Strategies to attract high quality teachers to high needs schools will be addressed through the following: Bilingual, Lead Teacher, and Masters Degree Stipends, extra duty opportunities and medical benefits.</p> <p>Population: All teachers</p> <p>Timeline: Aug. 2016 - June 2017 Monthly</p>	5	Principal Dean of Instruction Bilingual Administrator - Assistant Principal PEIMS Data Entry Clerk	Formative: eSchools, Summative: PDAS				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1</p> <p>22) Resaca will increase the percent of students qualifying for GT. by having teachers in grades 1st - 5th nominate at least two students from their class to be tested.</p> <p>Population: All 1st - 5th grade students TI MI LEP SE AR GT DYS</p> <p>Timeline: Kinder - Sept - Nov. 2016 1st - 5th grade - Jan. - May 2017</p>	1	Counselor and Dean of Instruction	Formative: teacher recommendation list Summative: Student Identification Nomination Report				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>23) To increase Reading comprehension 1st - 5th grade students will actively use the Accelerated Reader program. Teachers will monitor student points and test averages and encourage students to continue reading. Students with 100 AR points and an average of 85% of higher will go to the BISD Aquatic Center at the end of the year. Supplies needed to continue running the AR program will be purchased.</p>	1	Librarian Dean of Instruction Principal	Formative: Weekly Assessments, AR reports Summative: STAAR, Telpas				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance.


Summative Evaluation: Eschools schedule and Participation Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Students in Pre-K - 5th grade will receive music classes every week.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: 2-3 per week Aug. 2016 - June 2017</p>	3	Dean of Instruction, Principal	Formative: walkthrough observations; lesson plans, eschoolPLUS scheduling Summative: music presentations				
Funding Sources: No Funds Required							
							

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 2: Participation in Science Extra Curricular activities will increase by 10% for grades 3rd through 5th.






Summative Evaluation: Sign in sheets for Judges, Coordinators, Sponsors, Safety Members, Oracle Online software, Student Entry Forms

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Students in grades 3rd through 5th will compete in the Science Fair. From September to November students will be given the opportunity to research and develop a science experiment in order to assist the students to internalize science concepts and increase their success in the classroom. Students will employ the use of digital cameras to record results, printers to display results and other materials necessary to complete the experiment.</p> <p>Population: 3rd - 5th grade Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - Nov. 2016</p>	6	Science Fair Campus Coordinator Dean of Instruction Principal	Formative: student entry documentation, project Summative: Science STAAR Scores				
Funding Sources: No Funds Required							
							

Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 3: To increase participation in Advanced Academics extra-curricular activities by 10%

Summative Evaluation: Judges, coordinators, and sponsors Sign-In sheets, Student Entry or Participation Forms

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Students will participate in District Chess competitions. Teachers will practice with students Tuesday through Friday in the Mornings.</p> <p>Population: All Students GT</p> <p>Timeline: Aug. 2016 - June 2017 Every Daily</p>	1, 6	Teachers, Dean of Instruction, Principal	<p>Formative: Participation logs,</p> <p>Summative: STAAR</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Students will compete in U.I.L music memory, Art Memory, and One Act Play.</p> <p>Population: 4th - 5th grade students TI MI LEP SE AR GT DYS</p> <p>Timeline: Sept. 2016 - Dec. 2016</p>	4	UIL Coordinator, UIL Coaches, Dean of Instruction and Principal	<p>Formative: student sign-in documentation for practice sessions</p> <p>Summative: U.I.L. competition</p>				
		Funding Sources: No Funds Required					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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: Resaca Elementary School will develop and implement prevention and intervention strategies to support reducing dropout rate, increase at-risk student achievement by 10% on STAAR and increase the At-Risk Student Attendance Rate by 10%






Summative Evaluation: STAAR results for grades 3-5, At-Risk Student Attendance, and the Retention Rate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) To Increase the percentage of 3rd through 5th grade At-Risk students scoring above Level II and Level III on STAAR after school and Saturday tutorials will be provided to 1st thru 4th grade students and SSI after school and Saturday tutorials for Reading and Math will be provided to 5th grade students.</p> <p>Population: 1st - 5th grade At-Risk Students</p> <p>Timeline: Weekly, Sept. 2016 - May 2017</p> <p>CNA: pg#6 & pg# 10</p>	2, 3, 9	Dean of Instruction, Principal, and Teachers Administrator for State Compensatory Education	<p>Formative: Tutorial lesson plans, Benchmark results, student progress reports, classroom observations, eschoolPlus Tutorial Schedule, Tutorial Attendance Report</p> <p>Summative: STAAR and Retention Rate</p>				
Funding Sources: State Compensatory - \$19434.00, State Compensatory - \$4001.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Kinder - 4th grade students will work on Living w/Science Online Software Program lessons at least 2 times per week at the computer lab. 5th grade students will work on Living w/Science Online Software Program lessons 5 times per week at the classroom using their laptops.</p> <p>Population: K-5th grade At-Risk Students</p> <p>Timeline: Weekly, Nov. 2016 - May 2017</p> <p>CNA: pg#20</p>	2, 9	Science Teacher, Dean of Instruction, Campus TST, and Principal, Administrator for State Compensatory Education	<p>Formative: Living with Science student progress report, science benchmark results, student progress reports, lesson plans, and classroom observations</p> <p>Summative: Science STAAR results</p>				
Funding Sources: State Compensatory - \$2800.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) To increase the percentage of 3rd through 5th grade students scoring above Level II and Level III on the Math, Reading, Writing and Science STAAR, supplemental instructional materials will be provided to students in grades 1st - 5th.</p> <p>Population: 1st - 5th grade students TI, MI, LEP, AR,DYS</p> <p>Timeline: Weekly, Oct. 2016-April 2017</p> <p>CNA: pg #10</p>	2, 9	Dean of Instruction, Principal	Formative: lesson plans, classroom observations, benchmark results, student progress reports Summative: STAAR				
Funding Sources: Federal Bilingual - \$4550.00, State Compensatory - \$1400.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) To increase the percentage of 3rd through 5th grade students scoring above Level II and Level III on the Math, Reading, Writing and Science STAAR, Minimark/Benchmarks will be administered every six weeks to 1st - 5th grade students. Copy paper will be purchase to make copies of the Minimark/Benchmark assessments.</p> <p>Population: 1st - 5th grade students TI, MI, LEP, AR,DYS</p> <p>Timeline: Every six weeks Sep. 2016-April 2017</p> <p>CNA: pg #10</p>	2, 9	Dean of Instruction, Principal,	Formative: Minimark/Benchmark Reports - Tango Trends Summative: STAAR Scores				
Funding Sources: State Bilingual - \$550.00, State Compensatory - \$1827.00							
<p align="center">Critical Success Factors CSF 1</p> <p>5) Resaca Elementary will provide professional development to PK - 5th grade teachers targeting the identification and implementation of effective intervention and prevention strategies geared for At-Risk student populations.</p> <p>Population: AR</p> <p>Timeline: Sept. 2016 - Oct. 2016</p>	4	Dean of Instruction, Principal Counselor, l	Formative: Sign-in sheets, agendas, ERO session evaluation report Summative: STAAR scores and retention rate				

<p align="center">Critical Success Factors CSF 1</p> <p>6) The Parent liaison will conduct home visits to ensure At-Risk student population is attending school and thus ensuring the process for identification of homeless student is followed.</p> <p>Population: Pre-K to 5th grade At-Risk students</p> <p>Timeline: Daily, Aug. 2016 to June 2017</p> <p>CNA: pg#6</p>	9	Data Entry Clerk, Parent Liaison, Dean of Instruction, and Principal	Formative: Parent Liaison logs Summative: Attendance Rate				
Funding Sources: Local - \$75.00							
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>7) The Dean of Instruction will provide research-based professional development opportunities to assist campus staff/faculty to ensure improved At-Risk student performance in the core academic areas.</p> <p>Population: PK-5th grade At-Risk students</p> <p>Timeline: Continuously as needed Aug. 2016 to June 2017</p>	4, 9	Principal Administrator for State Compensatory Education	Formative: progress monitoring, lesson plans, ERO Session Evaluation, ERO Session Attendance Report, lesson plans, classroom observations, student progress reports, and benchmark scores Summative: STAAR				
Funding Sources: State Compensatory - \$62234.55							
<p align="center">Critical Success Factors CSF 1</p> <p>8) Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless unaccompanied youth.</p> <p>Population: Pre-K to 5th grade At-Risk students and parents</p> <p>Timeline: August 2016 to June 2017 At minimum 1 x month</p>	10	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	Formative: Student Progress Report Summative: STAAR, Attendance Rate, and Retention Rate				

<p align="center">Critical Success Factors CSF 1</p> <p>9) Implement a food pantry and closet at our campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: Pre-K to 5th grade At-Risk students and parents</p> <p>Timeline: August 2016 to June 2017 Daily</p>	2, 10	<p>Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs</p>	<p>Formative: Student Progress Report Summative: STAAR, Attendance Rate and Retention Rate</p>				
<p align="center">Critical Success Factors CSF 4</p> <p>10) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms "enroll" and "enrollment" includes attending classes and participating fully in school activities.)</p> <p>Population: Pre-K to 5th grade At-Risk students and parents</p> <p>Timeline: August 2016 to June 2017 Daily</p>	2, 10	<p>Administrator for the Homeless Youth Project, Administrator for State Compensatory Education, Administrator for Special Programs, Data Entry Clerk, Principal</p>	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports Summative: STAAR, Attendance rate, Retention Rate</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>11) The Pre-K program will be provided the full day in order to better prepare qualified students academically.</p> <p>Population: Pre-K to 5th grade At-Risk, TI, LEP students</p> <p>Timeline: Daily August 2016 to May 2017</p> <p>CNA pg#10</p>	3, 10	<p>Dean of Instruction, Principal, Administrator for State Compensatory Education</p>	<p>Formative: CPALLS (BOY & MOY), teacher observation, student progress reports Summative: CPALLS (EOY)</p>	<p>Funding Sources: State Compensatory - \$51803.85</p>			

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>12) The Dyslexia Teacher will work with 1st - 5th grade dyslexic students in the area of Reading to increase student fluency and comprehension.</p> <p>Population: 1st - 5th grade students - DYS, AR</p> <p>Time Line: Daily August 2016 - June 2017</p> <p>CNA pg10</p>	3, 9	Principal Assistant Principal Dean of Instruction Administrator for State Compensatory Education	Formative: Benchmarks, student progress reports, lesson plans, classroom observations Summative: STAAR				
Funding Sources: State Compensatory - \$35911.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>13) To Increase the percentage of 3rd through 5th grade At-Risk students scoring above Level II and Level III on STAAR after school and Saturday tutorials will be provided to 1st thru 4th grade students and SSI after school and Saturday tutorials for Reading and Math will be provided to 5th grade students.</p> <p>Population: 1st - 5th grade At-Risk Students</p> <p>Timeline: Weekly, Sept. 2016 - May 2017</p> <p>CNA: pg#6 & pg# 10</p>	2, 3, 9	Dean of Instruction, Principal, and Teachers Administrator for State Compensatory Education	Formative: Tutorial lesson plans, Benchmark results, student progress reports, classroom observations, eschoolPlus Tutorial Schedule, Tutorial Attendance Report Summative: STAAR and Retention Rate				
Funding Sources: State Compensatory - \$19434.00, State Compensatory - \$4001.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

Performance Objective 1: Resaca Elementary will maintain a 97.6% student attendance rate.

Summative Evaluation: Eschool Attendance Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Resaca Elementary will implement campus attendance goals that address procedures, roles, and responsibilities and a formal written plan for monitoring.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016-June 2017 Daily</p>	1	Principal, PEIMS Administrator, Data Entry Clerk, Parent Liaison, and Dean of Instruction	Formative: daily student attendance percentage Summative: end of six-weeks & end-of-the-year attendance report				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) The Home Visitor will conduct telephone calls/home visits for students who are absent on a daily basis.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016 - May 2017 Daily</p>	1	Principal, PEIMS Administrator, Data Entry Clerk, Parent Liaison, and Dean of Instruction	Formative: communication log Summative: improved yearly attendance				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) We will have 100% student attendance during STAAR testing days.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: April - May 2017</p>		Principal, PEIMS Administrator, Data Entry Clerk, and Parent Liaison	Formative: student attendance Summative: STAAR assessment				
Funding Sources: No Funds Required							






<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Parent Liaison will keep monthly logs of students and parents notified of excessive absences.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Monthly</p>	1	Principal, PEIMS Administrator, Data Entry Clerk, Parent Liaison, and Dean of Instruction	Formative: parent communication logs Summative: monthly communication logs; improved student attendance						
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) The school messenger system will be set up on a daily basis to call those parents whose children are absent. Parent conferences will be conducted for students with 3 or more unexcused absences.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Daily</p>				Parent Liaison, Principal,	Formative: Phone Master system logs Parent Conferences Summative: Attendance Rate				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) The percent of students receiving perfect attendance will increase by having students who receive perfect attendance per six weeks attend a Social Scholar event. In the social scholar students will create bracelets, play dance Wii games, outdoor games, and have their face painted.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Every Six Weeks</p>			1	Counselor, Dean of Instruction, Principal, PEIMS Data Entry Clerk	Formative: schoolsPlus attendance reports Summative: Attendance Rate				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) To increase student daily attendance students will be awarded daily and every six weeks with Wampums (play money) which they will be able to use at the schools Sitting Bull Store to purchase toys, books, sport items, and jewelry making kits.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Every Six Weeks</p>			1	Counselor, Dean of Instruction, Principal, PEIMS Data Entry Clerk	Formative: schoolsPlus attendance reports Summative: Attendance Rate				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) To increase student daily attendance students will be awarded daily and every six weeks with Wampums (play money) which they will be able to use at the schools Sitting Bull Store to purchase toys, books, sport items, and jewelry making kits.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Every Six Weeks</p>			Funding Sources: No Funds Required						

<p align="center">Critical Success Factors CSF 5</p> <p>8) To increase student enrollment at Resaca Elementary staff members will participate in the Walk for the Future program. Staff members will visit previously enrolled students in efforts to inform the parents of the school's success. Snacks will be purchased for the volunteering staff members the day of the walk.</p> <p>Population: Teachers Timeline: September 12, 2016</p>	1	Principal, Dean of Instruction, and Secretary	Formative: Sign-in sheet				
<p>Funding Sources: State Compensatory - \$50.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: The percent of Resaca Elementary students scoring level III in the STAAR assessment will increase by 2%.

Summative Evaluation: STAAR results for students in grades 3rd - 5th, TRPI/Tejas LEE for K-2nd and CPALLS for Pre-K

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Resaca Elementary will have a Parent Meeting for a College Awareness session.</p> <p>Population: Parents</p> <p>Timeline: March - May 2017</p>	6	Parent Liaison, and Campus Administration	<p>Formative: sign-in sheets; agenda</p> <p>Summative: session evaluation</p>				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 1</p> <p>2) Campus will display bulletins, posters, flyers, literature that promote College & Career Readiness.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Monthly</p>	3	Counselor, Dean of Instruction and Teachers	<p>Formative: lesson plans; classroom walkthroughs</p> <p>Summative: completed posters, flyers, etc</p>				
Funding Sources: No Funds Required							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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






Performance Objective 1: The percent of student discipline referrals will decrease by 5%.

Summative Evaluation: Review 360 Discipline reports, Parent Surveys, and Safety Drill Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) The percentage of students in Special Education receiving OSS will decrease 10% by having the counselor speak to the students with discipline issues, assigning lunch and/or in school suspension and continuously monitoring the students behavior intervention plan.</p> <p>Population: PK - 5th SE Students Timeline: Aug. 2016 - June 2017 CNA: pg6</p>	1	Principal Counselor Dean of Instruction Data Entry Clerk	<p>Formative: Counselor student conference log, Student Behavior Plans,</p> <p>Summative: eSchools OSS Report</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Provide training for administrators and new teachers to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; and to assure students rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. "School Wide Discipline Plan"</p> <p>Population: Administrators, New Teachers</p> <p>Timeline: Aug. 2016 - Sept. 2017</p>	3, 9	Technology Support Teacher, and Principal	<p>Formative: Agenda, Sign-in Sheets 6 weeks Referral Report.</p> <p>Summative: Decreased student suspensions and/or removals</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors CSF 6</p> <p>3) Provide professional development based on the need in the following areas as a preventative measure: bullying prevention, conflict resolution, signs of child abuse, behavior RTIs, drug use trends.</p> <p>Population: Administrators Faculty & Staff</p> <p>Timeline: Aug. 2016 - May 2017</p>	2, 9	Counselor, and Principal	Formative: Agenda, Sign-in Sheets Summative: Decreased student suspensions and/or removals				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>4) Provide training for administrators and new teachers: 1. 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; 2. Assure students rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Population: Administrators and Teachers</p> <p>Timeline: Aug. 2016 - June 2017 1x per year or as needed</p>	2, 9	Counselor, and Principal	Formative: Agenda ,Sign-in sheets Summative: Review 360 report				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>5) The campus will develop and maintain an Emergency Operations Plan that is to include Lock Down drills, Reverse evacuation, Drop & Cover, and Evacuation.</p> <p>Population: All students - TI MI LEP SE AR GT DYS, Faculty and Staff</p> <p>Timeline: Aug. 2016 - June 2017 Every Six Weeks</p>	9	Dean of Instruction, Counselor, and Principal	Formative: Drills Summative: Schedule of Emergency Operations Drills				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>6) Campus will use an identification security system to ensure safety for Faculty, Staff, and Students.</p> <p>Population: All students - TI MI LEP SE AR GT DYS, Faculty and Staff</p> <p>Timeline: Aug. 2016 - June 2017 Every Six Weeks</p>	9	Dean of Instruction, Counselor, and Principal	Formative: Security system identification cards Summative: Security System audit; report of security-related incidents				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 6</p> <p>7) Maintain the districts standard for students assigned to a Disciplinary Alternative Education Program (DAEP) will maintain the Districts standard in: Attendance rates Pre-post assessment results Drop- out rates Sub groups representation and Recidivism rates in order to comply with Districts goal.</p> <p>Population: All students - TI MI LEP SE AR GT DYS,</p> <p>Timeline: Aug. 2016 - June 2017 Every Six Weeks</p>	9	Assistant Principal, Dean of Instruction, Counselor, and Principal	Formative: PEIMS Data Summative :AEIS Data				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>8) Parent Presentations will be made periodically at campus addressing the following: gang awareness; bullying; internet safety; drug & alcohol awareness; gun safety; truancy; and emergency operations plan.</p> <p>Population: All Parents</p> <p>Timeline: Aug. 2016 - June 2017 3x per year</p>	6	Dean of Instruction, Counselor, and Principal	Formative: Agenda, Sign-in Sheets, Session evaluations Summative: Decreased student incidents; PEIMS Discipline Reports				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>9) Teachers will integrate conflict resolution lessons once a week.</p> <p>Population: All students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Weekly</p>	9	Dean of Instruction, Counselor, and Principal	Formative: Lesson plans, classroom observations. 360 reports Summative: reduced number of incidents and/or referrals				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>10) Campus will conduct Monthly Fire Drills. Population: All students and Faculty and Staff members</p> <p>Population: Administration, Teachers, All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Monthly</p>	9	Dean of Instruction Principal	Formative: campus drill documentation;safety checklist/data Summative: reduced number of incidents				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 6</p> <p>11) We will conduct Six-Weeks Lock Downs. Population: All students and Faculty and Staff members</p> <p>Population: Administration, Teachers, All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Every Six Weeks</p>	9	Principal	Formative: campus drill documentation;safety checklist/data Summative: reduced number of incidents				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>12) Students will receive counseling presentations on the effects of bullying; suicide prevention; violence prevention; and discipline management.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Every Six Weeks</p>	9	Counselor	Formative: lesson plans; counselor logs Summative: reduced number of behavioral/ bullying incidents				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 6</p> <p>13) To decrease the percent of students with discipline referrals students will be awarded daily with Wampums (play money) for their good behavior in the classroom, hallway, cafeteria, library, gym and music. Students will be able to use at the schools Sitting Bull Store to purchase toys, books, sport items, and jewelry making kits.</p> <p>Population: All Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Aug. 2016 - June 2017 Every Six Weeks</p>	9	Dean of Instruction, Counselor, and Principal	Improved student behavior in all areas of school				
Funding Sources: No Funds Required							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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


Performance Objective 1: Resaca Elementary will have a 10% increase in parental involvement activities.

Summative Evaluation: Attendance at parent/family events, volunteer logs, and parent conference logs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Share a Parental Involvement Policy to make parents aware of the importance of being involved to increase parental participation.</p> <p>Population: Parents Timeline: Sept 2016-Dec. 2017</p>	6	Principal Counselor Parent Liaison	<p>Formative: District and Campus Parental Involvement Policy</p> <p>Summative: Composite of End of Year survey Title I A Parental Involvement Compliance Checklist</p>				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 5</p> <p>2) Resaca Elementary will disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Population: Parents Timeline: Sept. 2016</p>	6	Principal, Parent Liaison	<p>Formative: documentation of dissemination Parent Compacts</p> <p>Summative: actual number of Parent Compacts; Title I - A Parental Involvement Compliance Checklist</p>				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 5</p> <p>3) Resaca Elementary will conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents Timeline: August 2016- Sept 2017</p>	6	Principal, Parent Liaison	<p>Formative: Agenda, Sign-in Sheets, Minutes</p> <p>Summative: Title I - A Parental Involvement Compliance Checklist</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5</p> <p>4) Resaca Elementary will conduct an annual Title I parent survey to evaluate the effectiveness of the Campus Parental Involvement efforts.</p> <p>Population: Parents</p> <p>Timeline: April 2017 - May 2017</p>	6	Principal, Parent Liaison	<p>Formative: Surveys</p> <p>Summative: Survey Results; Title I - A Parental Involvement Compliance Checklist</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>5) Resaca Elementary will promote Community and Parent Involvement representation in the decision-making process and participation will be ensured in the following: Parental Involvement Policy; School-parent-Student Compact, & Campus Improvement Plan</p> <p>Population: Parents</p> <p>Timeline: Monthly Aug. 2016 - May 2017</p>	6	Parent Liaison, Principal, SBDM Committee, Dean of Instruction	<p>Formative: Agendas; Sign-in Sheets; Minutes</p> <p>Summative: CIP, Title I - A Parental Involvement Compliance Checklist</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>6) Resaca Elementary will conduct a "Parent Orientation" meeting, to inform parents and community members of daily standard operation procedures and District Policy in regards to the following: Student Code of Conduct, Student-Parent-School Compact, Parental Involvement Policy, Emergency Operation Procedures, & Volunteer Guidelines and Opportunities.</p> <p>Population: Parents and Community</p> <p>Timeline: August 2016</p>	6	Principal, Parental Involvement Staff, Parent Liaison, Campus Administrators	<p>Formative: Fliers, Agenda, Sign-in Sheets, Minutes</p> <p>Summative: increased parental involvement; Discipline referrals; Attendance rate; and STAAR Results</p>				
<p>Funding Sources: No Funds Required</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>7) Community volunteers will be invited to our campus to read to our students to continue building strong community partners. One community member will be asked to adopt a class, and the school will have a working relationship with them.</p> <p>Population: Parents, Community and Business Agencies</p> <p>Timeline: Every Six Weeks Sept. 2016 - May 2017</p>	6	Counselor, Principal, Dean of Instruction, Librarian	<p>Formative: Agendas, Sign-in sheets</p> <p>Summative: increased partnerships, authority to volunteer clearance forms</p>				
<p>Funding Sources: No Funds Required</p>							

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>8) Resaca Elementary will educate Faculty and Staff on the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Population: all campus staff members</p> <p>Timeline: August 2016 - Oct. 2017</p>	6	Counselor, Principal, Dean of Instruction	<p>Formative: Agenda, Sign-in Sheets</p> <p>Summative: Increased Parent participation; Title I - A Parental Involvement Compliance Checklist</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>9) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in * GT Program</p> <p>Population: Parents</p> <p>Timeline: Every Six weeks Aug. 2016 - May 2017</p>	6	Counselor, Principal, Dean of Instruction	<p>Formative: Sign-in Sheets Meeting Agendas Evaluations</p> <p>Summative: STAAR results 21st Century Evaluations; STAAR Results</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>10) Provide Training for Parents on how to access and navigate through the Home Access Center (HAC).</p> <p>Population: Parents</p> <p>Timeline: Aug. 2016 - Sept. 2016 and when needed</p>	6	Parent Liaison, Teacher Specialist Technician	<p>Formative: Sign in Sheets Agendas</p> <p>Summative: Composite of evaluation results; STAAR Results, Attendance Rate</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>11) Weekly parent workshops will be held to address parent needs.</p> <p>Population: Parents</p> <p>Timeline: Weekly - Tuesday Aug. 2016 - May 2017</p>	6	Parent Liaison, Principal	<p>Formative: Sign-in; agendas</p> <p>Summative: Parent participation</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 5</p> <p>12) In an effort to ease transition from Head Start to Elementary new PK students will be invited to visit the campus and become familiar with teachers and setting.</p> <p>Population: Head Start Students</p> <p>Timeline: April - May 2017</p>	7, 9	Dean of Instruction, Principal	Formative: Sign-in sheet, schedule Summative: Parent Survey				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 5</p> <p>13) In an effort to have increased communication with parents School messenger and flyers will be used to inform and encourage parents to participate in Parent volunteer Meeting, and upcoming events.</p> <p>Population: Parents</p> <p>Timeline: Monthly Aug. 2016 - June 2017</p>	6	Principal	Formative: Sign-in logs Summative: Parent Survey				
Funding Sources: No Funds Required							
							

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: All eligible and identified students will participate in supplemental instructional activities. 90% of at-risk migrant students will meet expectations in STAAR.

Summative Evaluation: STAAR results for students in grades 3rd - 5th

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) Resaca Elementary will ensure Priority-for-Services migrant students receive supplemental support services before other migrant students by way of extended day services.</p> <p>Population: Pre-K - 5th Grade Migrant Students</p> <p>Timeline: Aug. 2016 - June 2017 Every 3 weeks</p>	9	Dean of Instruction, Data Entry Clerk, Principal	Formative: student progress reports Summative: PFS monitoring tool				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) Resaca Elementary will ensure that migrant students 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 school program. Migrant students will be provided with additional supplemental support by the campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: Pre-K - 5th grade Migrant students</p> <p>Timeline: April 2016 - June 2017</p>	9	Teacher, Dean of Instruction, Principal	Formative: Eligibility lists; attendance sheets Summative: End-of-Summer School				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Resaca Elementary will review current State Assessment results for 3rd through 5th grade migrant students to ensure placement in additional support services rendered by the school during the year and for services during summer school.</p> <p>Population: 3rd - 5th grade Migrant students</p> <p>Timeline: Aug. 2016 - June 2017 Every Six Weeks</p>	9	Teacher, Dean of Instruction, Principal	Formative: Tutorial attendance sheets; Benchmark results Summative: Current State Assessment results				
Funding Sources: No Funds Required							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K - 5th grade migrant students pre-test and post-test results will be used by teachers and administrators to identify if the migrant students are performing below grade level.</p> <p>Population: Migrant Students</p> <p>Timeline: Every three weeks Aug. 2016 - June 2017</p>	3, 9	Teachers, Dean of Instruction, Principal	Increased academic performance PBMAS				
Funding Sources: No Funds Required							
<p>5) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tool to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: PFS and Non-PFS Migrant students</p> <p>Timeline: Aug. 2016 - June 2017</p>		Campus Administrators General Ed. Teachers	On-time promotion				
Funding Sources: No Funds Required							
<p>6) Parents of migrant PK, Kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: PK-2nd grade students - Parents</p> <p>Timeline: Aug. 2016 - June 2017</p>		Migrant Funded: Parent Liaison Recruiters DMC MSC	Academic success for all PK-2nd grade students EOY Promotion Rate				
Funding Sources: No Funds Required							

<p>7) In order to increase awareness of migrant student needs, Resaca Elementary faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: All teacher and Staff</p> <p>Timeline: Aug. 2016 - December 2017</p>		<p>Campus Administrators Counselor</p>	<p>Timely placement into interventions</p>				
<p>Funding Sources: No Funds Required</p>							
<p>Critical Success Factors CSF 4</p> <p>8) Resaca Elementary will provide migrant students with essential clothing to ensure students have the necessary to attend school comfortable every day despite changes in weather.</p> <p>Population: PFS migrant students & migrant students</p> <p>Timeline: Sept. 2016 - May 2017</p> <p>CNA pg. 6</p>	<p>1, 9</p>	<p>Principal Dean of Instruction Parent Liaison</p>	<p>Formative: Completed Request for Supplemental Support Forms</p> <p>Summative: Supply log of items received</p>				
<p>Funding Sources: Title I-C (Migrant) - \$175.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>9) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: Elementary, MS and HS PFS Migrant Students</p> <p>Timeline: March 2017</p>	<p>9</p>	<p>MSC Migrant Counselor Migrant Clerks Migrant Teachers</p>	<p>Increased STAARS Scores for PFS students</p>				
<p>Funding Sources: No Funds Required</p>							
<p>10) 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</p> <p>Population: Migrant Students</p> <p>Timeline: April 2017</p>		<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	<p>Increase on- time graduation</p>				
<p>Funding Sources: No Funds Required</p>							






<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>11) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS and Non-PFS Migrant Students Timeline: August 24, 2016- June 3, 2017</p> <p>CNA pg. 11</p>	1, 9	Campus Principal, Dean of Instruction TLI Specialist,	Formative: Attendance Sheets, lesson plans, Summative: STAAR Results; EOY Report Card				
Funding Sources: Title I-C (Migrant) - \$960.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>12) Resaca Elementary will provide migrant students with literature books to ensure students have increased opportunities to read books which will improve the students reading comprehension and fluency.</p> <p>Population: PFS migrant students & migrant students</p> <p>Timeline: Sept. 2016 - May 2017</p> <p>CNA pg. 6</p>		Principal Dean of Instruction Secretary Parent Liaison	Formative: Completed Request for Supplemental Support Forms Summative: Supply log of items received				
Funding Sources: Title I-C (Migrant) - \$198.00							
							

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 and used to increase the effectiveness of student learning, instructional management, staff development and administration. Resaca Elementary will meet the Advanced Technology criteria on all the four key areas of the Star Chart.

Summative Evaluation: Increased student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Students will participate in developing computer-based multimedia projects for Science Fair so that projects help increase students level of competency with technology.</p> <p>Population: All students TI SE MI LEP AR DYS GT</p> <p>Timeline: Sept. - Nov. 2016</p>	6, 9	Teachers	<p>Formative: project data, student participation, project grades</p> <p>Summative: completed projects,</p>				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Students will access technology support materials through online programs: Accelerated Reader and curriculum guidelines, fulfilling student technology access and improving academics.</p> <p>Population: All students TI SE MI LEP AR DYS GT</p> <p>Timeline: Aug. 2016 - June 2017 Weekly</p>	3, 9	Teachers	<p>Formative: software test/unit scores</p> <p>Summative: STAAR/ TELPAS/ TPRI scores</p>				
Funding Sources: No Funds Required							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Teachers will utilize curriculum framework (online) to ensure timely and adequate oral language proficiency instruction is provided for the students.</p> <p>Population: Pre-K - 5th Grade, Dyslexia and Special Ed. Teachers</p> <p>Timeline: Aug. 2016 - June 2017 Daily</p>	3	Dean of Instruction,	<p>Formative: lesson plans, classroom walkthroughs</p> <p>Summative: STAAR/TELPAS/TPRI scores</p>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Teachers will be trained by the TST and/or administration in eschool online grading, Compass, and Mechanic basic skills and on the use of a SmartBoard using elmos and projectors. Instruction to teachers and students will be provided as needed on computer programs and software that can affect and improve classroom instruction.</p> <p>Population: Pre-K - 5th grade, Dyslexia, Fine Arts and Special Ed. Teachers</p> <p>Timeline: August - September 2016</p>	3, 4	TST Teacher Specialist, Dean of Instruction and Principal	Formative: Progress Reports Summative: Report Cards				
<p>Funding Sources: No Funds Required</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
7	1	11	PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Population: PFS and Non-PFS Migrant Students Timeline: August 24, 2016- June 3, 2017 CNA pg. 11

State Compensatory

Budget for Resaca Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-109-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$4,001.00
162-11-6118-00-109-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$19,434.00
162-11-6119-00-109-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$37,706.85
162-11-6119-00-109-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,803.85
162-13-6119-31-109-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,234.55
6100 Subtotal:		\$175,180.25

Personnel for Resaca Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca Martinez	Pre-Kinder Teacher	State Compensatory	.5
Griselda Diaz	Dean of Instruction	State Compensatory	1
Hector Gonzalez	Dyslexia Teacher	State Compensatory	.5
Virginia Delgado	Pre-Kinder Teacher	State Compensatory	.5

Title I

Schoolwide Program Plan

Resaca 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 (CNA) pp. 5-21 at the end of the school 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 student groups passing all parts of state mandated assessments for the 2014-2015 school year and to increase the Advanced Performance level in all content areas. Also, it is our intention to meet all state and federal accountability goals. In addition, the following goals are also expected to be achieved: Attendance Rate 98.5%, 90% of Kinder - 2nd grade students will perform at "Developed" level on the TPRI/Tejas Lee Reading Readiness test; decrease the incidents of bullying; and include vertical and horizontal planning in order to increase the instructional communication between staff members.

2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies (CIP 1.1.1, 1.1.2, 1.1.11, 1.1.13, 1.1.14, 1.1.17, 3.1.1, 3.1.2,) 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 under served 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.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers (CIP 1.1.12, 1.1.7, 2.1.1, 3.1.9, 3.1.14, 3.1.15) will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and

have been successful in previous assignments.

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 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 3.1.5) 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. Staff identified a need for seamless technology integration into the classroom and more reading and math research-based strategies and interventions as areas for Professional Staff Development.

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools (CIP 1.1.34) will include our school collaborating with human resource to ensure vacancy is posted on Winocular, applicants meet qualifications required by the District and have obtained State Certification.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement (CIP 7.1.1, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.9, 7.1.11, 7.1.12) at the school including the parent workroom and to purchase special materials used in the parent volunteer program. 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.

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

An orientation for preschool children from Head Start to assist with the transition to Resaca Elementary will be held annually in the spring and for 5th grade students and their parents to assist with the transition into middle school. (CIP 7.1.14)

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. (CIP 1.1.9, 3.1.5) Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LAS, 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 1.1.4, 1.1.9, 1.1.13, 3.1.7, 3.1.10) 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. Additionally, the school will employ the use of Brainchild, web-based software, and RTI intervention sessions to address the needs of these students.

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. (CIP 1.1.1, 3.1.1) Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and Local Funds. Title I Funds along with Title III 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 (CIP 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.10) 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. The school will identify these students and provide them with the educational support needed to become productive and successful students. PFS students will be offered extended day services and supplemental supplies to ensure academic success.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Such said funds will be used to ensure that supplemental resources are being utilized in achieving English language proficiency by providing extended day tutorials. (CIP 1.1.1, 1.1.4, 1.1.33, 3.1.1, 3.1.9)

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. State Compensatory funds will be employed for to fund personnel, supplemental instruction by way of extended day tutorial classes, and supplemental instructional materials and resources.

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. (CIP 1.1.16, 1.1.18) School will employ services necessitated by the ARD committee and will also include implementation of the SRA Language Arts curriculum for the special education student population.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Araceli Lopez	Library Aide	Title I	1
Estella Torres	Parent Liaison	Title I	1
Magda Soyka	Nurse	Title I	.4
Patricia Vasquez	Teacher Aide	Title I	1

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	bus transportation	199-11-64-94-00-109-Y11-0-00-Y	\$2,400.00
1	1	10	Printer Cartridges	199-23-6399-65-109-Y-99-000-Y	\$600.00
1	1	10	Copy Paper		\$0.00
3	1	6	Gasoline for Vehicle	199-61-6411-00-109-Y-99-000-Y	\$75.00
Sub-Total					\$3,075.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Tutorials	162-11-6118-00-109-Y-30-000-Y	\$19,434.00
3	1	1	SSI Tutorials	162-11-6118-00-109-Y-24-SSI-Y	\$4,001.00
3	1	2	Living with Science Software	162-11-6249-00-109-Y-30-0K2-Y	\$2,800.00
3	1	3	Instructional Materials	162-11-6399-00-109-Y30-000-Y	\$1,400.00
3	1	4	Copy Paper	162-11-6396-00-109-Y30-000-Y	\$1,827.00
3	1	7	1 FTE	162-13-6119-31-109-Y-30-000-Y	\$62,234.55
3	1	11	1 FTE	162-11-6119-00-109-Y-34-PKK-Y	\$51,803.85
3	1	12	.50 FTE	162-11-6119-00-109-Y-30-054-Y	\$35,911.00
3	1	13	Tutorials	162-11-6118-00-109-Y-30-000-Y	\$19,434.00
3	1	13	SSI Tutorials	162-11-6118-00-109-Y-24-SSI-Y	\$4,001.00
4	1	8	snacks	162-61-6499-53-109-Y-30-WTF-Y	\$50.00
Sub-Total					\$202,896.40
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Copy Paper	1163-11-6399-00-109-Y25-000-Y	\$550.00
Sub-Total					\$550.00
Federal Bilingual					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Instructional Materials	263-11-6399-00-109-Y25-000-Y	\$4,550.00
Sub-Total					\$4,550.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	8	clothing	212-11-6399-00-109-Y-24-0F2-Y	\$175.00
7	1	11	Extra Duty		\$960.00
7	1	12	Literature Books	212-11-6399-00-109-Y-24-0F2-Y	\$198.00
Sub-Total					\$1,333.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	9			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	1	18			\$0.00
1	1	19			\$0.00

1	1	20			\$0.00
1	1	21			\$0.00
1	1	22			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
2	3	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	2	1			\$0.00
4	2	2			\$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
5	1	9			\$0.00
5	1	10			\$0.00
5	1	11			\$0.00
5	1	12			\$0.00
5	1	13			\$0.00
6	1	1			\$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
6	1	12			\$0.00
6	1	13			\$0.00
7	1	1			\$0.00
7	1	2			\$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	9			\$0.00
7	1	10			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
8	1	3			\$0.00
8	1	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$212,404.40