

Spring Branch Independent School District

Buffalo Creek Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Mission Statement

At BCE, we are committed to providing a safe learning environment, instilling high expectations for all students, and supporting parents' involvement in their child's learning.

Vision

By providing a quality education, BCE strives to unlock each child's potential so they continue their educational journey and become productive citizens of their community.

Core Beliefs

We believe that every attempt should be made to maintain the dignity of both the adult and the student.

We believe that students should be guided and expected to solve the problems they create without making problems for anyone else.

We believe that students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.

We believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff.

We believe that there should be a logical connection between misbehavior and resulting consequences.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Buffalo Creek Elementary is a Title I school in Spring Branch ISD. We have a population of 545 students.

Our population is composed of:

91% Hispanic, 3% White, 4% African American, 2% Asian

89% Economically Disadvantaged students

72% ELLs

9% Special Education

14% Mobility

Our school is located in a working class neighborhood that is starting to transition. The cost of the homes has risen in just the last few years. There are new homes popping up in sections of our attendance area. These new homes are not bringing in many new students because many of the people moving do not have children or send their kids to private schools.

The majority of our students live in apartments. These apartments are older and not in the best condition. The manager of the bigger complex, Green Oaks Apartments, has stated that they are remodeling apartments as people move out. They will then increase the prices. She mentioned that they were not doing move-in specials. However, at the start of this school year that decision was reversed.

Begining last year, we had an influx of students that came from Central America in particular from Honduras. Many of our recent immigrants returned for this school year. As of now, we do not have as many new recent immigrants as last year.

Demographics Strengths

The strength of our population is that we have a large number of our students and families that stay with us from year to year. We are fortunate to serve a

students whose siblings are former students. This continuity allows for strong and positive relationships to be formed with the students and families.

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

- 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

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Running Records results
- Observation Survey results

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
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Teacher/Student Ratio
- 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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Student Growth: Students will make more than 1 year's growth in Reading and Math as measured by MAP.

Performance Objective 1: 90% of students will meet their Conditional Growth Index (CGI) as measured by MAP in reading and math




Evaluation Data Source(s) 1: Using MAP data:

At MOY, 50% will meet CGI

At EOY, 90% will meet CGI

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Emphasis will be placed on reading comprehension and fluency through the professional development that supports Guided Reading strategies and vocabulary development.</p>	1, 2, 3, 4, 9	Administration Teachers Interventionists American Institute for Research - Dr. Cavazos	Campus Common Assessments, PSAs, MAP			
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) BCE will increase the focus on reading through the use of RAZ Kids and I-Station. These program will be used school-wide. Teachers will get professional development from a RAZ Kids representative to know how to incorporate it into their instruction. The use of RAZ Kids will increase fluency rates and general comprehension of fiction and non-fiction in both English and Spanish. Teachers will also inform parents on how to use RAZ Kids at home.</p>	1, 2, 3, 4	Reading Committee, Librarian, Administration, Teachers, PTA, Interventionists	MAP DRA/EDL			
Funding Sources: 211 - Title I, Part A - \$2,850.00						

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) BCE will address the needs of the students struggling in reading in grades K- 5 with the hiring of 2 Reading Interventionists. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR -Will serve on the Instructional Team</p>	1, 2, 3, 4, 9	Administration, Reading interventionists	MAP STAAR PSA DRA/EDL			
Funding Sources: 211 - Title I, Part A - \$164,962.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Instructional materials and supplies will be provided to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curriculum to improve and support student achievement. These supplies will include but will not be limited to: technology, books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc... PTA funds (\$1000.00) will be used to purchase equipment such as WYSE computers for student lab and document cameras.</p>	3, 9	Administration, Teachers, Interventionists	MAP PSA's STAAR TELPAS			
Funding Sources: 211 - Title I, Part A - \$5,675.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: School Connectedness: Students in grades 3-5 will report strong connection to their school experience as measured by Panorama.

Performance Objective 1: 80% of students in grade 3-5 will report a connection to their school experience as measured by Panorama Survey.

Evaluation Data Source(s) 1: Baseline from pilot 2016

Classroom belonging 75%

Classroom engagement 72%




Classroom teacher-student relationship 79%

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5</p> <p>1) The campus will participate in a college and career activities such as college shirt day, displays of teachers' college diplomas, speakers, etc..during the week of "College Week". The week will culminate with a trip for our 5th grade students and their parents to a local college/university. Gen TX week is Nov. 13-17 *Daily morning announcements highlighting higher ed and its benefits. *Invite former students to talk to 4th/5th graders about going to college, earning college credit in high school. *Other classroom and school activities: Power points, display case, play fight songs on PA in the morning before school.</p>	6	Counselor, Administration, Teachers	Parent involvement survey Higher education awareness			
Funding Sources: 211 - Title I, Part A - \$0.00						

<p align="center">Critical Success Factors CSF 5</p> <p>2) Career Day will focus on careers that require a college/university, trade school certificate or military training. Members of the community will be invited to present information to the students regarding their careers. *Parents will be invited to attend so that they will be able to know about the opportunities available to their children and thus promote conversations at home. * Event to be organized by a planning committee *Additional resources will be shared with teachers to do some pre/post career awareness activities in class.</p>	6	Counselor, Administration, Teachers, School Connectedness Cadre	Student Reflections Parent Survey			
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>3) Family Academic Nights (Literacy, Math, Science, Technology) and STAAR Night will help parents gain knowledge of the TEKS and STAAR objectives as well as expectations for student performance on the STAAR. BCE will receive the support of the United Way to bring in the Children's Museum to provide assistance for two of the Academic Nights.</p>	6	Administration, Teachers, Parent Involvement, CIS, Committees, United Way	Parent Survey, Teacher Survey, Parent Sign-in Sheets			
<p align="center">Critical Success Factors CSF 5</p> <p>4) BCE will continue to work on improving home-school communication. A. School website will be updated via social media such as Facebook and Twitter regularly to provide parents information. B. Monthly newsletter highlighting all of the BCE activities will be sent home once a month. C. Wednesday folders will be used to send and receive information between the school and home. D. BCE will use the School Messenger event notification system to communicate important information ti families. E. Parent Coffees will take place throughout the school year with the campus administrators and invited guests to provide important information and topics of interest to parents. Snacks will be purchased for these meetings.</p>	6	Administration, CIP Committees, CIS Project Manager, Counselor, Teachers	Parent Surveys, Parent Sign-in sheets			Funding Sources: 211 - Title I, Part A - \$0.00

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>5) After School Program - The Boys and Girls Club of Houston program will have up to 120 students participate in the program where they will receive tutorials from Sylvan Learning tutors, homework assistance, and attend enrichment classes. BCE will provide student transportation during the school year and summer program.</p>	<p>Boys and Girls Club Personnel, Administration, Linda Buchman</p>	<p>Student Survey, Teacher Survey, Parent Survey, Report Cards</p>			
<p>Funding Sources: 211 - Title I, Part A - \$6,000.00</p>					
<p>Critical Success Factors CSF 5</p> <p>6) To help build ties between the school and home, BCE will: Provide Parent Education classes and programs such as: * Triple P Program * Latino Literacy Classes *Parenting Classes - Strengthening Character Traits at Home *Early Childhood Communication with Infant classes * HCDE Adult ESL classes * Donuts w/ Dads and Muffins w/ Moms * Volunteer Luncheon * Children's Museum Academic Nights * Kids Connection (formerly Volunteers of America) * College visits for 5th grade parents To encourage parents to attend these events/meetings, snacks will be provided as well as transportation when needed to events such as college visits and the public library. Materials will also purchased as needed for the classes listed above.</p>	<p>Administration, CIP Committees, CIS Project Manager, Counselor, Teachers</p>	<p>Parent Surveys, Parent Sign-in sheets</p>			
<p>Funding Sources: 211 - Title I, Part A - \$1,813.00</p>					

<p align="center">Critical Success Factors CSF 5</p> <p>7) BCE will participate in the Share A Smile program by creating activities that will help our parents feel welcome and connected to our school.</p> <p>1. Yolanda Coffee on a cart door-to-door delivery service 2. Mr. R- Play music on PA before school: *Halloween week *College week fight songs *We are the Champions</p> <p>3. Each Student completes a sentence on a given shape (speaking bubble, Texas Shape, Superhero) I smile at school when I... These will be displayed/ used as border around halls of school.</p>	6	Becky Wuerth, Administration, Climate Committee, Teachers, Staff	Parent Surveys			
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>8) To help increase our students' school connectedness, the counselor will email weekly activities that promote and increase connectedness.</p>	1	Counselor Teachers Administration	Panorama Survey			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						




Goal 3: Post Secondary Readiness (Achievement): BCE will increase the number of students in grades 3 and 5 who meet the Post Secondary Readiness measure in reading and math as well as the 4th graders who meet the Post Secondary Readiness measure in writing.

Performance Objective 1: BCE will increase by 5% the number of students in grades 3 and 5 who meet Post Secondary Readiness measure in reading and math.

Evaluation Data Source(s) 1: MAP - Reading - Grades 3 & 5 = score between 66th -75th percentile
 MAP - Math - Grades 3 & 5 = score between 70th or 84th percentile
 STAAR - score at PSR "meet" level in Grades 3 & 5 in reading and math

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) K - 5th Grade teachers will implement I-Station to assist their students in increasing reading achievement. The teachers will use the reports created by Istation to monitor student reading needs/progress and assign appropriate reading activities.</p>	1	Teachers Interventionists Administrators	MAP DRA/EDL PSA Common Formative Assessments			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) K - 5th Grade teachers will implement the Dreambox math software to assist students increase their math skills. The activities will engage students in standards-aligned lessons that are proven to build problem solving strategies, hone critical thinking skills, and develop math fluency. Experience them in English or Spanish.</p>	1, 9	Teachers Interventionists Administration	MAP PSAs STAAR			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Math Facts - Teachers will dedicated 5 -10 minutes to work on fluency with basic math facts. They will use a variety of instructional games and materials including available digital resources.</p>	1, 2	Teachers Administrators Interventionists	MAP STAAR PSA			

<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 4 CSF 5</p> <p>4) Family Math Projects - During the school year, teachers will assign math family projects to encourage the teaching and learning of important math skills at home.</p> <p>Suggested activities:</p> <ol style="list-style-type: none"> 1. Create a Math Game - Families are giving guidance on skill to develop and families create games. 2. Flash Card Games for home - students create flashcards with family to create. 3. Magnificent Math Family Night with the Houston Children's Museum. 	<p>1, 6</p>	<p>Teachers Parents Houston Children's Museum</p>	<p>Math Skills Quizzes MAP STAAR PSAs</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: Post Secondary Readiness (Achievement): BCE will increase the number of students in grades 3 and 5 who meet the Post Secondary Readiness measure in reading and math as well as the 4th graders who meet the Post Secondary Readiness measure in writing.

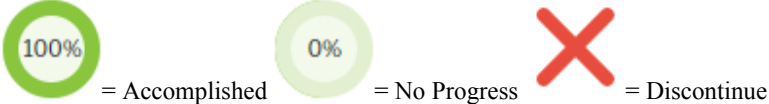
Performance Objective 2: BCE will increase by 5% the number of students at the "meets" level in Writing STAAR

Evaluation Data Source(s) 2: Baseline Writing scores in 2017

Approaches - 43 of 91 = 48%

Meets - 15 of 91 = 16%

Summative Evaluation 2:

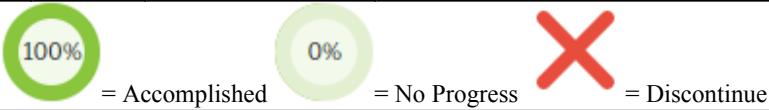
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) BCE will integrate writing instruction in all the grade levels to enhance and support student reading skills. The interventionists will provide support for the Empowering Writers program. Teachers will submit writing samples every 9 weeks.</p> <p>4th grade LA teachers will focus on grammar development using grammar materials purchased by the school.</p>	1, 2, 3, 9	Teachers, Interventionists, Administration	Monthly writing samples Common Formative Assessments STAAR Report Cards			
						

Goal 4: Post Secondary Readiness (Equity): BCE will close achievement gaps by 5% in reading and math across the following student groups: students with disabilities and students who are English-Language Learners.

Performance Objective 1: BCE will close achievement gap between SE and non-SE in grades 3-4-5 reading and math by 5%

Evaluation Data Source(s) 1: STAAR performance in reading and math

Summative Evaluation 1:

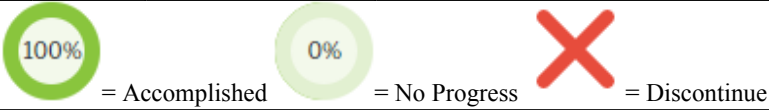
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) BCE will address the reading skills (fluency, comprehension) of our Special Education students by providing the teachers with professional development that targets small group instruction in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. Teachers will collect and review data to make monitor and adjust instruction.</p>	1, 3, 4, 9	Teachers, Special Education Teachers, Interventionists, Administrators	STAAR, Common Assessments, PSA			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) BCE will address the math skills of our Special Education students by providing the teachers with professional development that targets small group instruction and the use of hands on materials in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. Teachers will collect and review data to make monitor and adjust instruction.</p>		Teachers, math interventionist, Special Education Teachers, Administrators	Grade Level Assessments, District PSAs, STAAR Math, Report Cards			
						

Goal 4: Post Secondary Readiness (Equity): BCE will close achievement gaps by 5% in reading and math across the following student groups: students with disabilities and students who are English-Language Learners.

Performance Objective 2: BCE will close achievement gap between ELL and non-ELL in grades 3-4-5 reading and math by 5%

Evaluation Data Source(s) 2: STAAR performance in reading and math

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Dr. Cavazos, American Institutes for Research consultant, will provide professional development on instructional strategies, guided reading practices, and vocabulary building strategies throughout the year to assist teachers in their instruction of ELs.</p>	2, 9	Administration Dr. Cavazos Teachers Interventionists	Growth demonstrated on: TELPAS STAAR DRA			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Texas A & M ELLA-V ESL program will continue to be implemented in Kindergarten, 1st and 2nd grade using the materials previously purchased for the program which include books, document cameras, and other resources.</p>	1, 3, 9	Administration K - 2nd teachers Reading Interventionists	TELPAS Results, Classroom observations, DRA	✖	✖	✖
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Reviewing TELPAS scores with 2nd - 5th grade to identify strengths and weakness. A focus on reading skills and vocabulary development through the use of AIR Vocabulary development strategies, Word Walls, ELPS, and daily read alouds.</p>	1, 2, 3	Administration, Interventionists, Teachers, AIR	TELPAS results, STAAR Results			
						

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.</p> <p>(List programs to be evaluated. Include all programs receiving state or federal funds.) Bilingual Gifted and Talented</p>	8, 9	Teachers, administrators, ILT	Data from district tests NRT Assessments - Iowa, Logramos, CogAT STAAR			
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards.</p> <p>(Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.) Professional development opportunities through Region 4, district, and campus will be provided. The Reading Interventionists will provide professional development for each grade level focused on guided reading to assist in the administration of the DRA/EDL and small group instruction.</p>		Reading Interventionists, Administrations	DRA/EDL, Observation Survey, Region 4 certificate			
<p>Funding Sources: 211 - Title I, Part A - \$0.00</p>						

<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 4</p> <p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified.</p> <p>(Provide specific information about the remediation and monitoring of SSI students on your campus.)</p> <p>The reading interventionists will work with the students that failed the STAAR tests the previous year. They will have set schedules for their groups and work with them on a daily basis. They will also work closely with the teachers to monitor the recording of student progress on the SSI forms throughout the year.</p>	<p>1, 2, 3, 8, 9</p>	<p>Interventionists, teachers, administration</p>	<p>SSI Reports, STAAR, Campus and District Assessments</p>			
--	----------------------	---	--	--	--	--

<p style="text-align: center;">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>(You may add additional activities if you choose). The campus tech representative will work with the librarian and Tech Cadre to provide support and professional development opportunities that will help the teachers integrate technology into their curriculum and instruction. Some of the planned training will be: Itslearning, Stemsscopes, Istation, Classflow, Class Dojo, Edusmart, RAZ Kids, Xtra Math and Khan Academy. To help support science instruction, Edusmart will be purchased as a resource and supplement for grades 3rd - 5th by the PTA.</p>		<p>Administration Tech Cadre Tech Rep Librarian</p>	<p>Teacher Tech Survey Lesson Plans will include tech use for blended learning. Increase in personalized learning. Communication with parents will increase through use of Class Dojo. Science performance will increase due to use of Stemsscopes and Edusmart.</p>			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>(Provide specific information about the activities on your campus.)</p> <p>The parents are invited to attend Parent Coffee meetings which are held once a month. The meetings host a guest speaker that talk about various topics that can impact home life such as gangs, family violence, nutrition, parenting skills, etc.</p>	<p>6, 10</p>	<p>Administration, CIS Project Manager, Counselor</p>	<p>Parent Survey, Parent Coffee Sign-In Sheets</p>			
<p>Funding Sources: 211 - Title I, Part A - \$0.00</p>						

<p style="text-align: center;">Critical Success Factors CSF 4 CSF 6</p> <p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic <p>(Using this list, select those that apply to your campus and describe how they are implemented.)</p> <p>The counselor provides staff development and information on training opportunities for the faculty on the topics listed above during faculty meetings based on teacher needs.</p> <p>To help minimize bullying incidents, BCE will continue to implement Positive Behavior Interventions and Support (The 3 Be's) to help improve behavior in the hallways, restrooms, cafeteria, and playground. We will also present school assemblies for students in grades K-5 on anti-bullying such as the Texans Toro Anti-Bullying Prevention Program.</p> <p>PTA will sponsor Young Audience performances that address issues such as bullying</p>		<p>Counselor, Teachers, Administration, CIS Project Manager</p>	<p>Teacher Surveys, Discipline Referrals</p>			
---	--	---	--	--	--	--

<p style="text-align: center;">Critical Success Factors CSF 4</p> <p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>(Describe what is being done on your campus to promote or increase inclusion.)</p> <p>Special Ed students get in class support in order to have access to the grade level TEKS. Students in special education self-contained programs for more severe disabilities are also included in general education setting for a minimum of 20 minutes a day as well as fine arts and physical fitness class to increase social skills so that can only be accessed through general education setting.</p>	<p>1, 2, 9</p>	<p>Administration, Sp. Ed Teachers, Teachers, Diagnostician</p>	<p>Observation, IEP Data, Mastery of TEKS</p>			
<p style="text-align: center;">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.</p> <p>How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p> <p>(Describe how you will improve this process on your campus this year.) All special education students will take the STAAR since there is not a modified version. The ARD committee members will review previous year's performance on STAAR to make data driven decisions to provide needed support based on student IEPs. The accommodations will be thoroughly reviewed for all students. Some students will take the STAAR Alt.</p>	<p>1, 2, 9</p>	<p>Administration, Special Ed Teacher, Diagnostician, Classroom Teachers</p>	<p>Campus and District Assessments, STAAR</p>			

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p> <p>(What is your campus plan and timeline to meet this expectation.) Our campus diagnostician and SLP schedule and communicate annual ARD meetings months in advance so that all committee members are aware. They also schedule needed testing following the 45 school day timeline for initial assessments and 30 days for the initial ARDs.</p>	<p>1, 2, 9</p>	<p>School Diagnostician, Speech Pathologist</p>	<p>ARD Meeting Minutes</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist</p> <p>(Describe how iCoaches and other support staff are being used on your campus to meet this expectation.)</p> <p>Science will continue to be a priority in all grade levels. District personnel will provide needed professional development and support for all teachers throughout the school year on STEMScopes. Materials will be purchased using At-Risk funds to support instruction and student performance in the content areas.</p>	<p>1, 2, 3, 4</p>	<p>Administration, Interventionists, Teachers, District Personnel</p>	<p>Performance on campus assessments, district assessments, STAAR, and report cards.</p>			

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p>		Administration, Instructional Leadership Team, Teachers	Campus and district assessments, STAAR			
<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math, etc...</p> <p>(Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.)</p> <p>Using At-Risk and Bilingual funds from general funding, instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition. These supplies will include but will not be limited to: books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...</p>	<p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - \$0.00</p>					

<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>The principal, librarian, and teachers will work closely with representatives from the United Way Reading Together Program to ensure that there is good communication, students are selected appropriately and a calendar of sessions is established for the year. The counselor and CIS Project manager work with volunteer groups/companies such as Emerson and parent volunteers throughout the year. The year culminates with a volunteer appreciation to thank them for their time and dedication.</p>	6, 9	Administration, Counselor, CIS Project Manager	Volunteer Survey			
---	------	--	------------------	--	--	--




<p style="text-align: center;">System Safeguard Strategy</p> <p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Dual Language Programs * Problem-Based Learning * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up. <p>(Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.)</p> <p>Teachers will be provided the opportunity to attend training in the areas of need such as small group instruction either at the campus or district level. Vertical team meeting will be scheduled throughout the school year during faculty meetings.</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Administration, Teachers, Interventionists</p>	<p>Teacher Surveys, Student Performance on DRA/EDL, Campus and district assessments, STAAR</p>			
---	-----------------------------	---	--	--	--	--

<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p>		Administration, teachers	Teacher Survey, Student performance on DRA/EDL, Campus and District Assessments, STAAR			
<p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.) During the school year, the administrators will meet with teachers during diagnostic conferences and feedback sessions after walkthroughs to discuss instructional practices and student progress. If needed, teachers and administrators will agree on the next step for assistance which may include professional development opportunities. Title I funds will be used to cover the cost of substitutes. Also, during the school year, the administrators will provide feedback on lesson plans and any necessary training.</p>	Funding Sources: 211 - Title I, Part A - \$0.00					
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>All new teachers to the profession and campus are provided a mentor or a buddy teacher. The new teachers get a mentor assigned that is on the same grade or a member of the Instructional Leadership Team to assure their success.</p>	5, 8	Administration, Teachers	New Teacher Survey			

<p align="center">Critical Success Factors CSF 7</p> <p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website</p> <p>(Complete this activity by describing how you will meet this expectation on your campus plan.)</p> <p>The administrators will attend the district job fair and, when possible, go with HR personnel on recruiting trips. The technology committee will update the school website to promote BCE.</p>	5	Administration	District New Teacher Survey			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.)</p> <p>The Parent Involvement committee will work on activities that encourage and support parent involvement. We will invite Ms. Coffee from the External Funding Office to present to our staff during one of our faculty meetings on various strategies to increase parental involvement and improve the home/school relationships.</p>	1, 4, 6, 8	CIT, Administration, CIS Project Manager, Counselor, Teachers	Parent Survey, Teacher Survey			

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p> <p>This activity for PK and elementary schools only. Other campuses may delete.</p> <p>(Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.)</p> <p>We work with Bear Blvd so that the parents are aware of our Kinder Round-up event in the month of May. The event is hosted in the evening and the teachers present information on what the parents can expect the following year. Then they are given a tour of the classrooms and building. The Pre-K students are also invited to come visit our campus along with their teachers so they get an idea of their new school. They end with a trip to the cafeteria where they are given cookies and milk.</p>	7	Kinder Teachers, Administration, Counselor, Cafeteria Personnel	Parent sign-in for Kinder Round-Up event			
<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <ul style="list-style-type: none"> a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. <p>(Select at least one area of focus from the list and describe how you will implement this on your campus.)</p> <p>The teachers receive a list of training opportunities throughout the year so they can attend and keep up with their GT hours.</p>	3, 4, 9	Administration, Counselor, Teachers	Teacher GT Certification			

<p>20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>(Complete this activity by describing how you will meet this expectation on your campus.) GT Students are grouped and placed in the same class with GT certified teacher.</p>	2, 3, 4, 9	Administration, Teachers, Counselor	Student projects			
<p>21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district-wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.</p> <p>(Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.)</p> <p>Complete this activity by describing how you will meet these expectations on your campus. Information on the GT program will be presented and/or sent to parents to make them aware of the program, process, and requirements.</p>	6, 9	Administration, Counselor	Parent Coffee Sign -in			
<p>22) COORDINATED SCHOOL HEALTH (CSH) and CIP -</p> <p>Steps to incorporate CSH -</p> <ol style="list-style-type: none"> 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: <ol style="list-style-type: none"> a. District Five Year Goal Campus Survey b. School Health Index c. SEL/40 Developmental Asset Survey 	10					

<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document.</p> <p>(This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)</p>	6	Administration	Parent Coffee Sign-in			
<p>24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings.</p> <p>(The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be discussed.)</p>	6	Administration, CIS Project Manager	Parent Survey, Parent Coffee Sign-in			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Emphasis will be placed on reading comprehension and fluency through the professional development that supports Guided Reading strategies and vocabulary development.
1	1	2	BCE will increase the focus on reading through the use of RAZ Kids and I-Station. These program will be used school-wide. Teachers will get professional development from a RAZ Kids representative to know how to incorporate it into their instruction. The use of RAZ Kids will increase fluency rates and general comprehension of fiction and non-fiction in both English and Spanish. Teachers will also inform parents on how to use RAZ Kids at home.
1	1	3	BCE will address the needs of the students struggling in reading in grades K- 5 with the hiring of 2 Reading Interventionists. - Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR -Will serve on the Instructional Team
1	1	4	Instructional materials and supplies will be provided to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curriculum to improve and support student achievement. These supplies will include but will not be limited to: technology, books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc... PTA funds (\$1000.00) will be used to purchase equipment such as WYSE computers for student lab and document cameras.
2	1	5	After School Program - The Boys and Girls Club of Houston program will have up to 120 students participate in the program where they will receive tutorials from Sylvan Learning tutors, homework assistance, and attend enrichment classes. BCE will provide student transportation during the school year and summer program.
3	1	1	K - 5th Grade teachers will implement I-Station to assist their students in increasing reading achievement. The teachers will use the reports created by Istation to monitor student reading needs/progress and assign appropriate reading activities.
3	1	2	K - 5th Grade teachers will implement the Dreambox math software to assist students increase their math skills. The activities will engage students in standards-aligned lessons that are proven to build problem solving strategies, hone critical thinking skills, and develop math fluency. Experience them in English or Spanish.
3	1	3	Math Facts - Teachers will dedicated 5 -10 minutes to work on fluency with basic math facts. They will use a variety of instructional games and materials including available digital resources.
3	1	4	Family Math Projects - During the school year, teachers will assign math family projects to encourage the teaching and learning of important math skills at home. Suggested activities: 1. Create a Math Game - Families are giving guidance on skill to develop and families create games. 2. Flash Card Games for home - students create flashcards with family to create. 3. Magnificent Math Family Night with the Houston Children's Museum.
3	2	1	BCE will integrate writing instruction in all the grade levels to enhance and support student reading skills. The interventionists will provide support for the Empowering Writers program. Teachers will submit writing samples every 9 weeks. 4th grade LA teachers will focus on grammar development using grammar materials purchased by the school.

Goal	Objective	Strategy	Description
4	1	1	BCE will address the reading skills (fluency, comprehension) of our Special Education students by providing the teachers with professional development that targets small group instruction in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. Teachers will collect and review data to make monitor and adjust instruction.
4	1	2	BCE will address the math skills of our Special Education students by providing the teachers with professional development that targets small group instruction and the use of hands on materials in all grade levels. The special education students will work with the resource teacher and the classroom teacher on a daily basis. Teachers will collect and review data to make monitor and adjust instruction.
4	2	1	Dr. Cavazos, American Institutes for Research consultant, will provide professional development on instructional strategies, guided reading practices, and vocabulary building strategies throughout the year to assist teachers in their instruction of ELs.
4	2	2	Texas A & M ELLA-V ESL program will continue to be implemented in Kindergarten, 1st and 2nd grade using the materials previously purchased for the program which include books, document cameras, and other resources.
4	2	3	Reviewing TELPAS scores with 2nd - 5th grade to identify strengths and weakness. A focus on reading skills and vocabulary development through the use of AIR Vocabulary development strategies, Word Walls, ELPS, and daily read alouds.
5	1	2	Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.) Professional development opportunities through Region 4, district, and campus will be provided. The Reading Interventionists will provide professional development for each grade level focused on guided reading to assist in the administration of the DRA/EDL and small group instruction.
5	1	3	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) The reading interventionists will work with the students that failed the STAAR tests the previous year. They will have set schedules for their groups and work with them on a daily basis. They will also work closely with the teachers to monitor the recording of student progress on the SSI forms throughout the year.

Goal	Objective	Strategy	Description
5	1	4	TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose). The campus tech representative will work with the librarian and Tech Cadre to provide support and professional development opportunities that will help the teachers integrate technology into their curriculum and instruction. Some of the planned training will be: Itslearning, Stemscores, Istation, Classflow, Class Dojo, Edusmart, RAZ Kids, Xtra Math and Khan Academy. To help support science instruction, Edusmart will be purchased as a resource and supplement for grades 3rd - 5th by the PTA.
5	1	8	SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.) All special education students will take the STAAR since there is not a modified version. The ARD committee members will review previous year's performance on STAAR to make data driven decisions to provide needed support based on student IEPs. The accommodations will be thoroughly reviewed for all students. Some students will take the STAAR Alt.
5	1	9	SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.) Our campus diagnostician and SLP schedule and communicate annual ARD meetings months in advance so that all committee members are aware. They also schedule needed testing following the 45 school day timeline for initial assessments and 30 days for the initial ARDs.
5	1	10	STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) Science will continue to be a priority in all grade levels. District personnel will provide needed professional development and support for all teachers throughout the school year on STEMScopes. Materials will be purchased using At-Risk funds to support instruction and student performance in the content areas.
5	1	11	Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math, etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.) Using At-Risk and Bilingual funds from general funding, instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition. These supplies will include but will not be limited to: books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...

Goal	Objective	Strategy	Description
5	1	13	TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Dual Language Programs * Problem-Based Learning * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) Teachers will be provided the opportunity to attend training in the areas of need such as small group instruction either at the campus or district level. Vertical team meeting will be scheduled throughout the school year during faculty meetings.
5	1	14	Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. (Complete this activity by describing how you will meet this expectation on your campus.) During the school year, the administrators will meet with teachers during diagnostic conferences and feedback sessions after walkthroughs to discuss instructional practices and student progress. If needed, teachers and administrators will agree on the next step for assistance which may include professional development opportunities. Title I funds will be used to cover the cost of substitutes. Also, during the school year, the administrators will provide feedback on lesson plans and any necessary training.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Villarreal	Reading Interventionist	Title I	
Mirith Ballestas de Barroso	Reading Interventionist	Title I	
Rose Carling	Math Interventionist Part-time	Title I	

Campus Improvement Team

Committee Role	Name	Position
Administrator	David Rodriguez	Principal
Administrator	Clarice Franke	Assistant Principal
Non-classroom Professional	Becky Stephenson	Counselor
Non-classroom Professional	Mary Lee	Librarian
Classroom Teacher	Noreen Burger	Teacher
Classroom Teacher	Cassie Salas	Teacher
Classroom Teacher	Lizette Araujo	Teacher
Classroom Teacher	Delfino Guillen	Teacher
Classroom Teacher	Christine Kyburz	Teacher

Campus Funding Summary

199 PIC 11 - Instructional Services						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
						\$0.00
Sub-Total						\$0.00
Budgeted Fund Source Amount						\$25,809.00
+/- Difference						\$25,809.00
199 PIC 23 - Special Education						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
						\$0.00
Sub-Total						\$0.00
Budgeted Fund Source Amount						\$560.00
+/- Difference						\$560.00
199 PIC 25 - ESL/Bilingual						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
						\$0.00
Sub-Total						\$0.00
Budgeted Fund Source Amount						\$2,940.00
+/- Difference						\$2,940.00
199 PIC 30 - At Risk School Wide SCE						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
5	1	11	At-risk		6399	\$0.00
Sub-Total						\$0.00
Budgeted Fund Source Amount						\$6,539.00
+/- Difference						\$6,539.00
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,438.00
+/- Difference					\$7,438.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tech Software Title I	211.11.6397.000.126.30.0.000.FBG18	\$2,850.00
1	1	3	Title I Funds for Salaries will cover 2 Units	211.11.6119.000.126.30.0.000.FBG18	\$134,950.00
1	1	3	Medicare	211.11.6141.000.126.30.0.000.FBG18	\$1,957.00
1	1	3	Employer Contribution	211.11.6142.000.126.30.0.000.FBG18	\$13,900.00
1	1	3	Workers Comp	211.11.6143.000.126.30.0.000.FBG18	\$862.00
1	1	3	Teacher Retirement	211.11.6146.000.126.30.0.000.FBG18	\$13,293.00
1	1	4	Materials for all areas	211.11.6399.000.126.30.0.000.FBG18	\$5,675.00
2	1	1	Transportation for Parents	211.61.6419.000.126.30.0.000.FBG18	\$0.00
2	1	4	Supplies and materials	211.61.6399.000.126.30.0.000.FBG18	\$0.00
2	1	4	Snacks for Coffees	211.61.6499.000.126.30.0.000.FBG18	\$0.00
2	1	5	Transportation for students	211.11.6494.000.126.30.0.000.FBG18	\$6,000.00
2	1	6	Materials	211.61.6399.000.126.30.0.000.FBG18	\$1,100.00
2	1	6	Snacks	211.61.6499.000.126.30.0.000.FBG18	\$713.00
2	1	6	Transportation for parents	211.61.6419.000.126.30.0.000.FBG18	\$0.00
5	1	2	Title I funds for Region 4 training	211.13.6239.000.126.30.0.000.FBG18	\$0.00
5	1	4	Title I Funds for Edusmart	211.11.6397.000.126.30.0.000.FBG18	\$0.00
5	1	14	Substitutes	211.13.6112.000.126.30.0.000.FBG18	\$0.00
Sub-Total					\$181,300.00
Budgeted Fund Source Amount					\$181,300.00
+/- Difference					\$0
Grand Total					\$181,300.00