

Spring Branch Independent School District
Buffalo Creek Elementary School
2018-2019 Campus Improvement Plan



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

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population of Buffalo Creek Elementary has decreased in numbers these last four years. However, the demographics remain about the same. Our student population is made up of 92% Hispanic, 3% White, 3% African American, 1.5% Asian, and .5% Other. The total number of students this year, 2017-18, was 553. For 2018 - 19, we will have smaller number of classes in Kindergarten (3). In 1st grade through 4th grade we will have five classes - 3 bilingual and 2 ESL. Our 5th grade wiil have 2 ESL classrooms and 2 bilingual classrooms. We continue to have recent immigrants arriving from Mexico and Central America. Our population is approximately 92% economically disadvantaged and 78% LEP.

Demographics Strengths

One of the strengths of our population is that a good number of them stay with us throughout their elementary education. We have found that our families like our school so they tend to remain with us. Our mobility rate was at 14% the previous school year.

Comprehensive Needs Assessment Data Documentation

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

Goals




Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June 2019, at least 70% of Buffalo Creek Elementary students will meet or exceed growth expectations on MAP.

Evaluation Data Source(s) 1: MAP

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) BCE will address the needs of struggling readers in grades K- 5 by supporting teachers and students with the assistance of multi-classroom leaders. There will be 3 MCLs - one will work with K & 1st, one will work with 2nd & 3rd, and one will work with 4th and 5th. One of the MCLs will be paid from Title I funds. Among their responsibilities -</p> <ul style="list-style-type: none"> -Coach, model, co-teach -Plan and lead PLCs -Assist with data and resources -Assist teachers w/ assessments, lesson planning, and road-mapping -Small group instruction -Provide professional development for teachers -Serve on the Instructional Team <p>We will also provide additional student support. We will have a full time LEP assistant and a half time teacher assistant to work with students on their reading skills.</p>	2.4, 2.5, 2.6	Administration Multi-classroom Leaders	MAP STAAR PSA DRA/EDL			
<p>Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: 211 - Title I, Part A - 120903.00</p>						

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) 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 will be used to purchase equipment such as WYSE computers for student lab and document cameras.</p>	2.4, 2.5, 2.6	Administration Teachers Administrative Assistant	MAP PSA STAAR TELPAS			
<p>Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 17526.00, 199 PIC 11 - Instructional Services - 11674.00</p>						
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>3) BCE will increase the focus on reading through the use of RAZ Kids school-wide. Teachers will get additional 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. Students and parents will be able to access RAZ Kids from home.</p>		Teachers Administration Librarian	DRA/EDL MAP STAAR TELPAS			
<p>Problem Statements: Student Achievement 3 Funding Sources: 211 - Title I, Part A - 2850.00</p>						
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: Due to their low SES status, our students come to us with limited experiences, background knowledge, and language. Root Cause 1: Poverty</p>
<p>Problem Statement 2: Many of our students are 2nd language learners so they are still developing their English language skills. Root Cause 2: Limited English language use and experiences at home.</p>
<p>Student Achievement</p>
<p>Problem Statement 1: Our students' performance of 66% passing in reading and 59% passing in writing need to improve. Root Cause 1: Our language arts instruction needs to be rigorous, relevant and clear.</p>
<p>Problem Statement 2: Our students' English language acquisition is not strong enough for them to successfully to transition successfully from Spanish to English. Root Cause 2: Our teachers need more support with phonics pedagogy, vocabulary building, and knowledge on how to teach English as a 2nd language.</p>

Problem Statement 3: Students have large deficits in reading fluency and comprehension. Root Cause 3: Students lack exposure to literature and motivation to read independently for different purposes.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional strategies used with our students are not having the impact needed to have a larger number of students succeed on MAP and STAAR. Root Cause 1: Teachers need support to strengthen their instructional practices and knowledge of TEKS.
Curriculum, Instruction, and Assessment
Problem Statement 1: 66% of our students were at the Approaches level in reading STAAR in 3rd - 5th grade. Root Cause 1: Teachers need continued support with instructional strategies to meet the needs of students.
Problem Statement 2: 59% of our students in 4th grade were at the Approaches level on STAAR writing. Root Cause 2: A lack of consistent and rigorous instruction of grammar and use of Empowering Writers.
School Context and Organization
Problem Statement 1: Our teachers teachers need support with instruction, student interventions, and the implementation of redesign signature experiences. Root Cause 1: The implementation of our redesign signature experiences and the needs of our students will impact teacher work and morale.

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2019, at least 80% of 3-5 graders will respond favorably on school safety and school belonging sections of the Panorama survey.

Evaluation Data Source(s) 1: Baseline from 2017

*School belonging 74%




*School safety 66%

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) To help increase our students' school connectedness and school safety awareness, the counselor will: *email teachers weekly activities that promote and increase connectedness. *will do guidance lessons on anti-bullying *will work with 3rd - 5th grade students on Respecters Committee to promote the 3 Be's - Be Safe. Be Respectful. BE Responsible, throughout the school year.</p>	2.5, 2.6	Counselor Teachers Administration	Panorama Survey			
<p>Critical Success Factors CSF 6</p> <p>2) To increase community and sense of belonging, community circles will be implemented in K - 5th classrooms. Our counselor and the climate committee will conduct professional development for our teachers throughout the school year. Other activities include: *Love and Logic updates will be sent to teachers and presented at faculty meetings. *Spotlighting a student and teacher/staff member of the week. Each week invite a different adult/teacher to read the spotlight on announcements. Students or Teachers can fill out a simple form developed by the Climate Committee to place in a box in a central location to draw the spotlights from.</p>		Climate Committee Counselor Teachers Administration	Panorama Survey Student Survey			

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) To develop our students' problem solving and critical thinking skills, our students will use grade level appropriate goal setting sheets to track their academic and behavior progress. Teachers will receive training on how to implement the use of the goal setting sheets from the Instructional Leadership Team.</p>		<p>Teachers MCLs Administration</p>	<p>Report Cards STAAR MAP DRA/EDL</p>			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) To promote higher education, our school will participate in college and career activities during the week of "College Week". Activities will include: *College shirt day, displays of teachers' college diplomas, speakers, etc.. *Local college campus visit by our 5th graders and their parents so they have an idea of the college experience. *Daily morning announcements highlighting higher ed and its benefits. *Invite former students to talk about going to college, earning college credit in high school. *The week will culminate with a visit or virtual trip for our 5th grade students and their parents to a local college/university. *Other classroom and school activities: Power points, display case, play fight songs on PA in the morning before school. *In May, have former BCE students do a Senior Walk with their caps and gowns.</p>	<p align="center">3.1</p>	<p>Counselor Climate Committee Teachers</p>	<p>Panorama Survey</p>			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) 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. * 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>		<p>Counselor Climate Committee Teachers</p>	<p>Panorama Survey Student Reflections</p>			
<p>Problem Statements: Demographics 1, 2 - Parent and Community Engagement 1, 2 - School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 500.00</p>						

<p style="text-align: center;">PBMAS Critical Success Factors CSF 5</p> <p>6) 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>	3.1, 3.2	Administration Teachers Counselor CIS Project Manager	Parent Survey Sign-in Sheets			
<p>Problem Statements: Demographics 2 - Parent and Community Engagement 1, 2 Funding Sources: 211 - Title I, Part A - 500.00</p>						
<p style="text-align: center;">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>7) 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>	2.5	Boys and Girls Club Director and Staff Administration	Student Survey Teacher Survey Parent Survey Report Cards			
<p>Funding Sources: 211 - Title I, Part A - 6000.00</p>						

<p align="center">Critical Success Factors CSF 5</p> <p>8) 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) Materials will be purchased to support the instruction provided to parents in the classes listed above.</p>	3.2	CIS Project Manager Counselor Administration	Parent Survey Parent Sign-in sheets			
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>9) To build our students' critical thinking and problem solving skills in regards to making good decisions, our days will begin with a Morning Menu. Our students will have options when they first arrive. From 7 AM to 7:25 AM, students will be able to choose from the following activities: -Breakfast in the cafeteria -Computer lab time -Library (homework help) -Mentoring (counselor or teacher) -Exercise (walk the track) We will begin with 5th graders the 3rd week of school and roll down to 4th, 3rd, and 2nd. Schedules will be developed to make sure that all areas are supervised.</p>	2.5, 2.6	Administration Teachers Staff	Panorama Survey			
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: Due to their low SES status, our students come to us with limited experiences, background knowledge, and language. Root Cause 1: Poverty</p>
<p>Problem Statement 2: Many of our students are 2nd language learners so they are still developing their English language skills. Root Cause 2: Limited English language use and experiences at home.</p>

Student Achievement

Problem Statement 3: Students have large deficits in reading fluency and comprehension. **Root Cause 3:** Students lack exposure to literature and motivation to read independently for different purposes.

Parent and Community Engagement

Problem Statement 1: Our parents are hesitant and/or unable to participate in our activities/classes. **Root Cause 1:** Some parents find that their work schedule is an obstacle while others see their own lack of education or English language skills as an obstacle.

Problem Statement 2: Parents request additional ideas and support to help their children at home with school work. **Root Cause 2:** Parents lack a formal education and/or were taught in another country/language.

School Context and Organization




Problem Statement 1: Our teachers need support with instruction, student interventions, and the implementation of redesign signature experiences. **Root Cause 1:** The implementation of our redesign signature experiences and the needs of our students will impact teacher work and morale.

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2019, at least 70% of Buffalo Creek Elementary students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades)

Evaluation Data Source(s) 1: MAP
STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) As part of our redesign goals, we want to increase our students' self awareness of progress and responsibility for learning. This will be done by having our students work on setting goals in the content areas, MAP tests, and our 5 graduate aims. Teachers will receive training on how to implement grade appropriate goal setting sheets with their students.</p>	2.4, 2.5	ILT Teachers	Report Card grades DRA/EDL STAAR MAP CFAs			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) To increase student engagement, participation, critical thinking, complex problem solving skills, empathy, and curiosity, our teachers in K - 2nd will implement inquiry based learning with their students. BCE would like to provide rich and meaningful experiences that deepens their learning through TEKS focused study trips. Title I funds will be used to pay for transportation on these trips. Each inquiry unit will culminate with a student chosen project that they will display and explain to their parents.</p>	2.4, 2.5, 2.6	Administration MCLs Teachers R & D Team	Report Card grades DRA/EDL STAAR MAP CFAs			
<p>Problem Statements: Demographics 1, 2 Funding Sources: 211 - Title I, Part A - 7200.00, 199 PIC 11 - Instructional Services - 7000.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Due to their low SES status, our students come to us with limited experiences, background knowledge, and language. **Root Cause 1:** Poverty

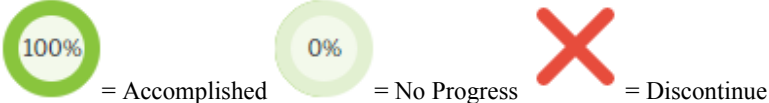
Problem Statement 2: Many of our students are 2nd language learners so they are still developing their English language skills. **Root Cause 2:** Limited English language use and experiences at home.

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2019, Buffalo Creek Elementary will close existing achievement gaps by at least 5% between SE and non-SE while all performance improves.

Evaluation Data Source(s) 1: STAAR Performance in Reading and Math

Summative Evaluation 1:

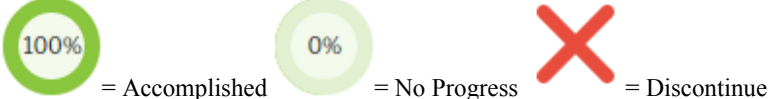
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) BCE will address the reading skills (fluency, comprehension) of our Special Education students 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>	2.4, 2.5, 2.6	Teachers, Special Education Teachers, Interventionists, Administrators	Teachers, Special Education Teachers, Interventionists, Administrators			
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) 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>	2.4, 2.5, 2.6	Teachers, Special Education Teachers, Interventionists, Administrators	STAAR MAP Common Formative Assessments			
						

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 2: By June 2019, Buffalo Creek Elementary will close existing achievement gaps by at least 5% between ELs and non-ELs while all performance improves.

Evaluation Data Source(s) 2: STAAR Performance in Reading and Math

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Dr. Mercuri will provide professional development on the instructional approach, Preview, View, Review, throughout the year to assist teachers in providing instruction that strengthens both languages.		Dr. Mercuri Teachers MCLs Administration	Growth demonstrated on: TELPAS STAAR DRA MAP			
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Through the use of the TELPAS rubrics, teachers will be able to monitor progress of students English language acquisition throughout the school year. Teachers will work with students on setting goals in this area so they can monitor and celebrate their progress.</p>	2.4, 2.5, 2.6	Teachers MCLs Administration	TELPAS STAAR MAP			
						

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 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>		Teachers, administrators, ILT	Data from district tests MAP STAAR			
<p>Funding Sources: 199 PIC 99 - Undistributed - 2500.00, 199 PIC 11 - Instructional Services - 500.00</p>						

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 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 Multi-Classroom Leaders will work closely with their teams to provide support through coaching, feedback, modeling, and professional development per teacher request and/or need focused on guided reading to assist in the administration of small group instruction.</p>	Reading Interventionists, Administrations	DRA/EDL, Observation Survey, Region 4 certificate			
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors 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.) Teachers will provide focused small group instruction for students that failed the STAAR tests the previous year. The MCLs will also work with these students to provide a double dose. They will work closely with the teachers to monitor the recording of student progress on the SSI forms throughout the year.</p>	Teachers, MCLs, administration	SSI Reports, STAAR, Campus and District Assessments			

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">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).</p> <p>Participate in mentor-mentee grant.</p> <p>Continue to provide support for new teachers through the induction program.</p> <p>Involve staff in recruiting and interviewing highly-qualified applicants.</p> <p>(You may add additional activities if you choose).</p> <p>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, Stemsopes, Istation, Classflow, Class Dojo, Edusmart, RAZ Kids, Xtra Math and Khan Academy.</p> <p>To help support science instruction, Edusmart will be purchased as a resource and supplement for grades 3rd - 5th. To provide the technology our teachers and students need to implement the various programs available, BCE would like to purchase more technology for our labs such as WYSE computers.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Tech Cadre Tech Rep Librarian</p>	<p>Teacher Tech Survey</p> <p>Lesson Plans will include tech use for blended learning.</p> <p>Increase in personalized learning.</p> <p>Communication with parents will increase through use of Class Dojo.</p> <p>Science performance will increase due to use of Stemsopes and Edusmart.</p>			
<p>Problem Statements: Demographics 2 - Student Achievement 2 - Parent and Community Engagement 2 - Technology 1</p> <p>Funding Sources: 211 - Title I, Part A - 9150.00</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>Administration, CIS Project Manager, Counselor</p>	<p>Parent Survey, Parent Coffee Sign-In Sheets</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. 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>			
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<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>		Administration, Sp. Ed Teachers, Teachers, Diagnostician	Observation, IEP Data, Mastery of TEKS			
<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</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.)</p> <p>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>Supplies and materials needed by our Sp Ed teachers in their work with our students will be purchased using General Funds.</p>	2.4, 2.5, 2.6	Administration, Special Ed Teacher, Diagnostician, Classroom Teachers	Campus and District Assessments, STAAR			
<p>Funding Sources: 199 PIC 23 - Special Education - 175.00</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.)</p> <p>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>School Diagnostician, Speech Pathologist</p>	<p>ARD Meeting Minutes</p>			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist <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>Administration, Interventionists, Teachers, District Personnel</p>	<p>Performance on campus assessments, district assessments, STAAR, and report cards.</p>			

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Instructional Leadership Team, Teachers</p>	<p>Campus and district assessments, STAAR</p>			
<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... After school tutorials will also take place to help provide additional intervention for these and other struggling students.</p>	<p>Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3 Funding Sources: 211 - Title I, Part A - 22478.00, 199 PIC 30 - At Risk School Wide SCE - 6786.00, 199 PIC 25 - ESL/Bilingual - 1930.00</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>		<p>Administration, Counselor, CIS Project Manager</p>	<p>Volunteer Survey</p>			
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<p style="text-align: center;">Comprehensive Support Strategy PBMAS</p> <p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</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>As a redesign campus implementing new initiatives, our teachers will be provided the opportunity to attend training in the areas of need such as Inquiry Based Learning, Goals Setting, Preview, View, Review, guided reading, vocabulary building instruction, and small group instruction either at the campus or district level. Vertical team meeting will be scheduled throughout the school year during faculty meetings. Funds have been set aside for a consultant to be hired to help with the Inquiry Based Learning.</p>	2.4, 2.5, 2.6	Administration, Teachers, Interventionists	Teacher Surveys, Student Performance on DRA/EDL, Campus and district assessments, STAAR			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1</p> <p>Funding Sources: 211 - Title I, Part A - 10000.00, 199 PIC 11 - Instructional Services - 2800.00</p>						




<p align="center">Comprehensive Support Strategy</p> <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>		Administration, teachers	Teacher Survey, Student performance on DRA/EDL, Campus and District Assessments, STAAR			
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <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.) 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>		Lead Mentor, Administration, Teachers	New Teacher Survey			
<p>Problem Statements: Demographics 1, 2 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3</p> <p>Funding Sources: 211 - Title I, Part A - 10209.00</p>						
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1</p>						

<p align="center">Critical Success Factors CSF 6</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. During professional development, the teachers and staff will be treated to snacks and food.</p>		Administration	District New Teacher Survey			
<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>		CIT, Administration, CIS Project Manager, Counselor, Teachers	Parent Survey, Teacher Survey			

Funding Sources: 199 PIC 99 - Undistributed - 2000.00

<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>		<p>Kinder Teachers, Administration, Counselor, Cafeteria Personnel</p>	<p>Parent sign-in for Kinder Round-Up event</p>			
<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>		<p>Administration, Counselor, Teachers</p>	<p>Teacher GT Certification</p>			
<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.)</p> <p>GT Students are grouped and placed in the same class with GT certified teacher.</p>		<p>Administration, Teachers, Counselor</p>	<p>Student projects</p>			

<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>		Administration, Counselor	Parent Coffee Sign -in			
<p style="text-align: center;">Critical Success Factors CSF 6</p> <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 <p>Our counselor will provide guidance lessons for our students. Necessary materials and supplies will be purchased. Our nurse will purchase necessary supplies for the school clinic. She will also host a Health Fair in the spring semester.</p>	2.4, 2.6	CSHAC Committee Nurse CIS				
<p>Problem Statements: Demographics 1, 2 - School Culture and Climate 1, 2 Funding Sources: 199 PIC 99 - Undistributed - 1250.00</p>						

<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>		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>		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>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Due to their low SES status, our students come to us with limited experiences, background knowledge, and language. Root Cause 1: Poverty
Problem Statement 2: Many of our students are 2nd language learners so they are still developing their English language skills. Root Cause 2: Limited English language use and experiences at home.
Student Achievement
Problem Statement 1: Our students' performance of 66% passing in reading and 59% passing in writing need to improve. Root Cause 1: Our language arts instruction needs to be rigorous, relevant and clear.
Problem Statement 2: Our students' English language acquisition is not strong enough for them to successfully to transition successfully from Spanish to English. Root Cause 2: Our teachers need more support with phonics pedagogy, vocabulary building, and knowledge on how to teach English as a 2nd language.

Problem Statement 3: Students have large deficits in reading fluency and comprehension. Root Cause 3: Students lack exposure to literature and motivation to read independently for different purposes.
School Culture and Climate
Problem Statement 1: Our students do not feel safe at school. Root Cause 1: Some students may not feel safe due to events that happen around them but not to them or they remember something that happened previously.
Problem Statement 2: Our students do not feel they belong. Root Cause 2: Some students feel they are in the minority because they are outnumbered by 2nd language speakers while others struggle academically or behaviorally.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional strategies used with our students are not having the impact needed to have a larger number of students succeed on MAP and STAAR. Root Cause 1: Teachers need support to strengthen their instructional practices and knowledge of TEKS.
Curriculum, Instruction, and Assessment
Problem Statement 1: 66% of our students were at the Approaches level in reading STAAR in 3rd - 5th grade. Root Cause 1: Teachers need continued support with instructional strategies to meet the needs of students.
Problem Statement 2: 59% of our students in 4th grade were at the Approaches level on STAAR writing. Root Cause 2: A lack of consistent and rigorous instruction of grammar and use of Empowering Writers.
Problem Statement 3: DRA/EDL levels in primary grades do not reflect adequate growth in reading skills in both languages. Root Cause 3: A lack of consistent and rigorous reading instruction.
Parent and Community Engagement
Problem Statement 2: Parents request additional ideas and support to help their children at home with school work. Root Cause 2: Parents lack a formal education and/or were taught in another country/language.
School Context and Organization
Problem Statement 1: Our teachers need support with instruction, student interventions, and the implementation of redesign signature experiences. Root Cause 1: The implementation of our redesign signature experiences and the needs of our students will impact teacher work and morale.
Technology
Problem Statement 1: Teachers may not incorporate technology into classroom that they are not familiar with. Root Cause 1: Training and assistance is needed.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	BCE will address the needs of struggling readers in grades K- 5 by supporting teachers and students with the assistance of multi-classroom leaders. There will be 3 MCLs - one will work with K & 1st, one will work with 2nd & 3rd, and one will work with 4th and 5th. One of the MCLs will be paid from Title I funds. Among their responsibilities - -Coach, model, co-teach -Plan and lead PLCs -Assist with data and resources -Assist teachers w/ assessments, lesson planning, and road-mapping -Small group instruction -Provide professional development for teachers -Serve on the Instructional Team We will also provide additional student support. We will have a full time LEP assistant and a half time teacher assistant to work with students on their reading skills.
1	1	2	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 will be used to purchase equipment such as WYSE computers for student lab and document cameras.
1	1	3	BCE will increase the focus on reading through the use of RAZ Kids school-wide. Teachers will get additional 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. Students and parents will be able to access RAZ Kids from home.
2	1	3	To develop our students' problem solving and critical thinking skills, our students will use grade level appropriate goal setting sheets to track their academic and behavior progress. Teachers will receive training on how to implement the use of the goal setting sheets from the Instructional Leadership Team.
2	1	7	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	As part of our redesign goals, we want to increase our students' self awareness of progress and responsibility for learning. This will be done by having our students work on setting goals in the content areas, MAP tests, and our 5 graduate aims. Teachers will receive training on how to implement grade appropriate goal setting sheets with their students.
3	1	2	To increase student engagement, participation, critical thinking, complex problem solving skills, empathy, and curiosity, our teachers in K - 2nd will implement inquiry based learning with their students. BCE would like to provide rich and meaningful experiences that deepens their learning through TEKS focused study trips. Title I funds will be used to pay for transportation on these trips. Each inquiry unit will culminate with a student chosen project that they will display and explain to their parents.

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 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	2	2	Through the use of the TELPAS rubrics, teachers will be able to monitor progress of students English language acquisition throughout the school year. Teachers will work with students on setting goals in this area so they can monitor and celebrate their progress.
5	1	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. (List programs to be evaluated. Include all programs receiving state or federal funds.) Bilingual Gifted and Talented
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 Multi-Classroom Leaders will work closely with their teams to provide support through coaching, feedback, modeling, and professional development per teacher request and/or need focused on guided reading to assist in the administration of 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.) Teachers will provide focused small group instruction for students that failed the STAAR tests the previous year. The MCLs will also work with these students to provide a double dose. They will 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, Stemsopes, 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. To provide the technology our teachers and students need to implement the various programs available, BCE would like to purchase more technology for our labs such as WYSE computers.
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. Supplies and materials needed by our Sp Ed teachers in their work with our students will be purchased using General Funds.
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... After school tutorials will also take place to help provide additional intervention for these and other struggling students.

Goal	Objective	Strategy	Description
5	1	13	<p>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.) As a redesign campus implementing new initiatives, our teachers will be provided the opportunity to attend training in the areas of need such as Inquiry Based Learning, Goals Setting, Preview, View, Review, guided reading, vocabulary building instruction, and small group instruction either at the campus or district level. Vertical team meeting will be scheduled throughout the school year during faculty meetings. Funds have been set aside for a consultant to be hired to help with the Inquiry Based Learning.</p>
5	1	14	<p>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.</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies and Materials General Funds		\$11,674.00
3	1	2	Study Trips		\$7,000.00
5	1	1	Office Copier Maintencance		\$500.00
5	1	13	Funding for Subs from General		\$2,800.00
Sub-Total					\$21,974.00
Budgeted Fund Source Amount					\$21,974.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	8	Gen Ed Funds for Special Ed Needs		\$175.00
Sub-Total					\$175.00
Budgeted Fund Source Amount					\$175.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	Bilingual Funds for Supplies and Materials		\$1,930.00
Sub-Total					\$1,930.00
Budgeted Fund Source Amount					\$1,930.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	At Risk Funds for Supplies and Materials		\$6,786.00
Sub-Total					\$6,786.00
Budgeted Fund Source Amount					\$6,786.00

					+/- Difference	\$0
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
5	1	1	Books for Library Gen Funds		\$1,000.00	
5	1	1	Office Supplies		\$1,500.00	
5	1	16	Snacks and Food General Funds		\$2,000.00	
5	1	22	Counselor Funds		\$500.00	
5	1	22	Clinic Supplies		\$750.00	
					Sub-Total	\$5,750.00
					Budgeted Fund Source Amount	\$5,750.00
					+/- Difference	\$0
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	Title I Funds	211.11.6119.000.126.30.0.000.FBF19	\$120,903.00	
1	1	2	Supplies and Materials Needed for learning Title I		\$17,526.00	
1	1	3	Tech Software Title I	211.11.6397.000.126.30.0.000.FBG19	\$2,850.00	
2	1	4	Parent Transportation Title I		\$500.00	
2	1	6	Funds for Snacks for Parent Meetings Title I		\$500.00	
2	1	7	Transportation for After School Program and Tutorials		\$6,000.00	
2	1	8	Supplies and Materials for Parent Classes and Activities Title I		\$1,084.00	
3	1	2	Transportation for Study Trips		\$7,200.00	
5	1	4	Title I to pay for Edusmart		\$3,150.00	
5	1	4	WYSE computers Title I Funds		\$6,000.00	
5	1	11	Funds for Tutorials		\$22,478.00	
5	1	13	Funding for Subs from Title I		\$10,000.00	
5	1	14	Funds for Substitutes for Teacher Training Title I		\$10,209.00	
					Sub-Total	\$208,400.00
					Budgeted Fund Source Amount	\$208,400.00

	+/- Difference	\$0
	Grand Total	\$245,015.00