

Spring Branch Independent School District

Buffalo Creek Elementary School

2019-2020



Mission Statement

BCE is committed to high levels of learning for Every Child, ensuring that each child is successful in reaching their potential.

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 Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population of Buffalo Creek Elementary has decreased in numbers these past five 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 average number of students this past school year, 2018-19, was 524. For 2019 - 20, we will have a smaller number of classes in Kindergarten (3). In 1st grade, 3rd grade and 5th grade, we will have 4 classes each - 2 bilingual and 2 ESL. In 2nd and 4th grade, we will have five classes - 3 bilingual and 2 ESL. We continue to have an influx of recent immigrants arriving from primarily from Central America. Our population is approximately 93.9% 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 because of the relationships built so they tend to remain with us. Our mobility rate was at 17% the previous school year.

Problem Statements Identifying Demographics Needs

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

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

Student Academic Achievement

Student Academic Achievement Summary

Buffalo Creek has remained steady on our STAAR performance over the last few years. Our reading and math scores on STAAR remained the close to the same for this past year 2018-19, reading 68% (up 2%) and 76% in math (the same as previous year).

The meets and masters levels are slightly down in both reading and math. Reading had meets level at 32% and masters level at 11%. Math had the meets level at 38% and masters at 19%.

We did have a decrease in our writing scores of 9% so that 50% of students were at the approaches level. The writing meets level was at 14% and 1% were at masters level.

We had an increase in our science scores which were 71% at the approaches level, 40% at the meets level, and 18% at the masters level.

Student Academic Achievement Strengths

- Reading – Our Approaches results went up 2% points to 68%.
- Math – Our Approaches results stayed the same at 76%.
- Science – This subject area had an increase of 6% points to 71% in the approaches level with 40% at the meets level, and 18% at the masters level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our language arts instruction continues to be an area of focus so our goal is have more support for our teachers and students. **Root Cause:** Our language arts instruction requires consistency in all the components of balanced literacy.

Problem Statement 2: Students have large deficits in reading fluency and comprehension. **Root Cause:** Students lack exposure to literature and motivation to read independently for different purposes.

Problem Statement 3: Our students' English language acquisition is not strong enough for them to successfully transition from Spanish to English. **Root Cause:** Our teachers need more support with phonics pedagogy, vocabulary building, and strengthen instructional strategies for English language development.

School Processes & Programs

School Processes & Programs Summary

The instructional leadership team has grown to include: the Principal, the Assistant Principal, and three bilingual reading interventionists.

K - 5th grade classes are all self-contained.

At BCE, we have a talented group of educators. Due to maternity and job opportunity, we lost 2 teachers this past school year. We hired an experienced 4th grade teacher and one APPLE teacher. We also lost 2 paraprofessionals for a variety of reasons including going back to school to become a special education teacher.

We also have had a Lead Mentor for the last few years that oversees the support for our new teachers as they adjust to our campus.

School Processes & Programs Strengths

The bilingual reading interventionists are assigned to work with two grade levels each to provide the support needed by teachers and students. By adding the bilingual reading interventionists, our goal is to provide our teachers support with instructional practices, coaching, and student interventions.

We have also been provided with a Literacy Coach to help support our district's adoption of the Units of Study. She will provide teachers support through PLCs, coaching cycles, observations, feedback, modeling, and debriefing. Our goal is that having a Literacy Coach and three interventionists will prove beneficial to the teachers so that they feel 100% supported.

Our new teachers new to education are assigned a Mentor and our new to campus teachers are assigned a buddy teacher to assist and support. The lead mentor oversees their relationship and support while serving as a liaison with the administration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instructional strategies used in our classrooms need to have a deeper impact on our students so that they show progress on MAP and STAAR. **Root Cause:** Teachers will benefit from support to strengthen their instructional strategies and deepen their understanding of the TEKS.

Problem Statement 2: Our teachers need support with instruction, student interventions, and the implementation of the Units of Study. **Root Cause:** The implementation of the Units of Study will be new to our teachers.

Perceptions

Perceptions Summary

At BCE, our culture is one of caring for our students in all ways. Our teachers and staff are committed to giving our students and their families their best. They build strong relationships with students and parents alike.

Our 3rd - 5th grade students participated in the Panorama survey, which showed a big increase from the fall 2018 to spring 2019 semester. The spring semester results showed the following:

- School belonging: 86%
- School climate: 92%
- School rigor expectations: 92%
- School safety: 91%
- School teacher-student relationships: 90%

Our student attendance this past year took a slight dip because we had several families that moved in serious attendance and arrival issues.

Perceptions Strengths

One of our strengths is the teachers' awareness of the academic and socio-emotional needs of our students. Our teachers are quick to zone in on issues that students face and have good communication with the families. If needed, they promptly involve administrators, CIS, and counselor to provide further assistance. Teachers will step up to provide the interventions after school that will help the children be on level. Our CIS Project Manager makes frequent home visits when needed for some families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some of our students do not feel like they belong. **Root Cause:** Some students feel they are in a minority because they are outnumbered by 2nd language speakers while others feel that way because they struggle academically or behaviorally.

Priority Problem Statements

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 1 Areas: Demographics

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.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our students' performance of 66% passing in reading and 59% passing in writing need to improve.

Root Cause 3: Our language arts instruction needs to be rigorous, relevant and clear.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Our students' English language acquisition is not strong enough for them to successfully transition successfully from Spanish to English.

Root Cause 4: Our teachers need more support with phonics pedagogy, vocabulary building, and knowledge on how to teach English as a 2nd language.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Students have large deficits in reading fluency and comprehension.

Root Cause 5: Students lack exposure to literature and motivation to read independently for different purposes.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Our students do not feel safe at school.

Root Cause 6: 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 6 Areas: School Culture and Climate

Problem Statement 7: Our students do not feel they belong.

Root Cause 7: Some students feel they are in the minority because they are outnumbered by 2nd language speakers while others struggle academically or behaviorally.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: 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 8: Teachers need support to strengthen their instructional practices and knowledge of TEKS.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: 66% of our students were at the Approaches level in reading STAAR in 3rd - 5th grade.

Root Cause 9: Teachers need continued support with instructional strategies to meet the needs of students.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: 59% of our students in 4th grade were at the Approaches level on STAAR writing.

Root Cause 10: A lack of consistent and rigorous instruction of grammar and use of Empowering Writers.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: DRA/EDL levels in primary grades do not reflect adequate growth in reading skills in both languages.

Root Cause 11: A lack of consistent and rigorous reading instruction.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Our parents are hesitant and/or unable to participate in our activities/classes.

Root Cause 12: 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 12 Areas: Parent and Community Engagement

Problem Statement 13: Parents request additional ideas and support to help their children at home with school work.

Root Cause 13: Parents lack a formal education and/or were taught in another country/language.

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 14: Our teachers need support with instruction, student interventions, and the implementation of redesign signature experiences.

Root Cause 14: The implementation of our redesign signature experiences and the needs of our students will impact teacher work and morale.

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: Teachers may not incorporate technology into classroom that they are not familiar with.

Root Cause 15: Training and assistance is needed.

Problem Statement 15 Areas: Technology

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 2020, at least 55% of Buffalo Creek Elementary students will meet or exceed growth expectations on MAP.

2018-19: Reading - 44% met CGI; Math - 49 % met CGI
 2017-18: Reading - 40% met CGI; Math - 53 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy 1) 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...	2.4, 2.5, 2.6	Administration Teachers Administrative Assistant	MAP PSA STAAR TELPAS			
	Funding Sources: 211 - Title I, Part A - 20707.00, 199 PIC 11 - Instructional Services - 16760.00					
Comprehensive Support Strategy 2) 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 and support on how to implement the use of the goal setting sheets from the Instructional Leadership Team.		Teachers Interventionists Administration	Report Cards STAAR MAP DRA/EDL			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy 3) To increase student engagement, participation, critical thinking, complex problem solving skills, empathy, and curiosity, our teachers will plan 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.	2.4, 2.5, 2.6	Administration Interventionists Teachers	Report Card grades DRA/EDL STAAR MAP CFAs			
	Funding Sources: 211 - Title I, Part A - 6000.00, 199 PIC 11 - Instructional Services - 7000.00					
 = Accomplished  = No Progress  = Discontinue						

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 2020, at least 93% of 3-5 graders will respond favorably on school safety and school belonging sections of the Panorama survey.

2018-19: School Safety - 91%; School Belonging - 86%
 2017-18: School safety - 66%; School belonging -74%

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) To help increase our students' school connectedness and school safety awareness, the counselor will: *email teachers weekly Community Circle topics 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.	2.5, 2.6	Counselor Teachers Administration	Panorama Survey			
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 on implementing community circles.		Climate Committee Counselor Teachers Administration	Panorama Survey Student Survey			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>3) 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>	3.1	Counselor Climate Committee Teachers	Panorama Survey			
<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. Friday 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			
Funding Sources: 211 - Title I, Part A - 500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) To help build ties between the school and home, BCE will: Provide Parent Education classes and programs such as: *Parenting Classes - Strengthening Character Traits at Home *Early Childhood Communication with Infant classes * HCDE Adult ESL classes * Volunteer Luncheon * Children's Museum Academic Nights Materials will be purchased to support the home/school connection by providing parents with books that they can check out to read with students at home throughout the school year.	3.2	CIS Project Manager Counselor Administration	Parent Survey Parent Sign-in sheets			
	Funding Sources: 211 - Title I, Part A - 1783.00					
<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>						

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

Performance Objective 1: By June 2020, at least 25% of Buffalo Creek Elementary students will perform at post-secondary 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)

2018-19: 22% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 25% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) 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			
	Funding Sources: 211 - Title I, Part A - 7000.00					
<p>TEA Priorities</p> <p>Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers</p> <p>Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) *In order to have 45% of the students perform at the Meets level, we will hold data conferences the within 48 hours of assessments with an established protocol that teachers will fill in prior to the conference. This protocol will be used to discuss and monitor student progress. *The Instructional Leadership Team will establish a schedule of data conferences based on the assessment calendar. The expectation will be communicated to teachers so that they are aware. A protocol for the conferences will be established and shared with teams. Students who have not met growth targets will be identified by teacher and a tracking system developed.</p>	2.5, 2.6	Administration Teachers ILT	Teachers' in-depth conversations about data lead to reteaching, regrouping, and retesting. The end result will be improved academic achievement by students.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) All grade level teams will create an assessment calendar that will list the various assessments they will administer to check for understanding. These assessments will include grade level created interim assessments, district common assessments, and district priority standards assessments.	2.4, 2.5, 2.6	Administration ILT Teachers	Assessments happen at regular intervals that help teachers monitor progress and act on data.			
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Teachers will use the district PSA to monitor progress. If the performance targets are not met, teachers will clarify and reteach those TEKS that are weak. Documentation for response to data will be indicated in teacher lesson plans, identifying students targeted and TEKS of focus. The weak TEKS will comprise 50% of the next teacher made interim assessments to make sure that objectives are learned and to monitor student performance levels. Also, to increase student testing stamina, teachers will increase the number of assessment questions.</p>	2.4, 2.6	Administration ILT Teachers	Improve academic performance of students and increase percentage of students performing at the meets level of STAAR.			
<p>Problem Statements: Student Achievement 1, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

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 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.

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 2020, Buffalo Creek Elementary will close existing gaps in post secondary readiness by at least 5% between Special Ed and non-Special Ed and between English Learners and non-English Learners while all performance improves.

2018-19: Special Ed 5%; non-Special Ed 25%

2017-18: Special Ed 0%; non-Special Ed 27%

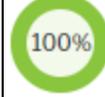
2018-19: English Learners 20%; non-English Learners 27%

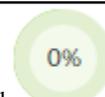
2017-18: English Learners 15%; non-English Learners 37%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy</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>2) BCE will address the math skills of our Special Education students by providing the teachers with professional development that targets small group instruction, problem solving, math facts, and the use of manipulatives 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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
3) Dr. Mercuri and/or her team 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			
Comprehensive Support Strategy 4) 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.	2.4, 2.5, 2.6	Teachers Interventionists Administration	TELPAS STAAR MAP			
Comprehensive Support Strategy 5) BCE will address the needs of struggling readers in grades K- 5 by supporting teachers and students with the assistance of reading interventionists. There will be three interventionists - one will work with K & 1st, one will work with 2nd & 3rd, and one will work with 4th and 5th. BCE will pay 100% of the salary of one of the interventionists from Title I funds. BCE will also pay 75% of the salary of another of the interventionists from Title I funds. The remaining 25% will be paid from trading a LEP assistant unit. Among their responsibilities - - Small group instruction with students -Assist with data and resources -Assist teachers w/ assessments, lesson planning, -Serve on the Instructional Team We will also provide additional student support. BCE will pay 100% of the salary for a half time LEP assistant and a half time teacher assistant to work with students on math and reading skills.	2.4, 2.5, 2.6	Administration Interventionists	MAP STAAR PSA DRA/EDL			
Funding Sources: 211 - Title I, Part A - 163404.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 6) 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.	2.4, 2.5	Teachers Administration Librarian	DRA/EDL MAP STAAR TELPAS			
	Funding Sources: 211 - Title I, Part A - 2600.00					
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 1: Meet all compliance timelines and reporting requirements.

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 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 - 2600.00, 199 PIC 11 - Instructional Services - 500.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</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 Literacy Coach and interventionists will work closely with their teams to provide support through coaching, feedback, modeling, and professional development per teacher request and/or need focused on the Units of Study and its components as well as the administration of small group instruction.</p>		<p>Reading Interventionists, Administration Literacy Coach</p>	<p>Running Records Observation Survey</p>			
<p>Funding Sources: 211 - Title I, Part A - 2501.00</p>						
<p>Comprehensive Support Strategy ESF Levers Lever 5: Effective Instruction</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 interventionists will also work with these students during RtI time. They will work closely with the teachers to monitor student progress throughout the year.</p>		<p>Teachers Interventionists Administration</p>	<p>SSI Reports, STAAR, Campus and District Assessments</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy</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. 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, Stemsopes, Istation, Classflow, Class Dojo, Edusmart, RAZ Kids, Xtra Math and Khan Academy. To help support science instruction, BCE will purchase Edusmart licences 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 technology hardware or software for our school.</p>	2.4, 2.5, 2.6	Administration Tech Cadre Tech Rep Librarian	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 Stemsopes and Edusmart.			
<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>		Administration, CIS Project Manager, Counselor	Parent Survey, Parent Coffee Sign-In Sheets			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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. The counselor will provide lessons in classrooms that promote anti-bullying strategies. If possible, school assemblies on anti-bullying will take place with possible performances from the Texans Toro Anti-Bullying Prevention Program. PTA will sponsor Young Audience performances that address issues such as bullying</p>		Counselor, Teachers, Administration, CIS Project Manager	Teacher Surveys, Discipline Referrals	 80%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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>Comprehensive Support Strategy</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. 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 - 650.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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>		School Diagnostician, Speech Pathologist	ARD Meeting Minutes			
<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>		Administration, Interventionists, Teachers, District Personnel	Performance on campus assessments, district assessments, STAAR, and report cards.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy</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... Title I funds will pay for after school tutorials. Tutorials take place to help provide additional intervention for students that previously failed STAAR as well other failing students.</p>	2.4, 2.5, 2.6	Administration, Instructional Leadership Team, Teachers	Campus and district assessments, STAAR			
<p>Funding Sources: 211 - Title I, Part A - 10209.00, 199 PIC 24 - At Risk - 8520.00, 199 PIC 25 - ESL/Bilingual - 6400.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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>BCE will reach out to the United Way Reading Together Program for volunteers to work with our students.</p> <p>The counselor, CIS Project manager, and teachers will seek out individual, group or parent volunteers throughout the year.</p> <p>The year culminates with a volunteer appreciation to thank them for their time and dedication.</p>		Administration, Counselor, CIS Project Manager Teachers	Volunteer Survey	 45%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support 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>BCE will continue to provide our teachers the opportunity to attend training in the areas of need such as Preview, View, Review, Units of Study, vocabulary building instruction, and small group instruction either at the campus or district level.</p> <p>BCE will look into further training and support for our teachers in the Teachers College Units of Study through campus and district professional development opportunities.</p>	2.4, 2.5, 2.6	Administration, Teachers, Interventionists	Teacher Surveys, Student Performance on DRA/EDL, Campus and district assessments, STAAR			
<p>Funding Sources: 211 - Title I, Part A - 2.00, 199 PIC 11 - Instructional Services - 2500.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>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. Teachers will have planning days throughout the school year to plan for Units of Study and Common Formative Assessments. Title I funds will be used to cover the cost of substitutes for the planning days. BCE will pay the costs of substitutes so a 5th grade teacher can attend 14 days of the Rice STEM Lab during the school day.</p>		Administration, teachers	Teacher Survey, Student performance on DRA/EDL, Campus and District Assessments, STAAR			
Funding Sources: 211 - Title I, Part A - 10209.00						
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</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.)</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>		Lead Mentor, Administration, Teachers	New Teacher Survey			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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			
Funding Sources: 199 PIC 99 - Undistributed - 2500.00						
<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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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>		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>		Administration, Counselor, Teachers	Teacher GT Certification			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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>		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>		Administration, Counselor	Parent Coffee Sign -in			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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.</p> <p>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				
Funding Sources: 199 PIC 99 - Undistributed - 1500.00						
<p>23) Review and revisit both the Home/School Compact and Parental Involvement Policy.</p> <ul style="list-style-type: none"> *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>(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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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. (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.)		Administration, CIS Project Manager	Parent Survey, Parent Coffee Sign-in			
 = Accomplished  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	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...
1	1	2	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 and support on how to implement the use of the goal setting sheets from the Instructional Leadership Team.
1	1	3	To increase student engagement, participation, critical thinking, complex problem solving skills, empathy, and curiosity, our teachers will plan 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.
3	1	1	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.
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, problem solving, math facts, and the use of manipulatives 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	4	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.

Goal	Objective	Strategy	Description
4	1	5	BCE will address the needs of struggling readers in grades K- 5 by supporting teachers and students with the assistance of reading interventionists. There will be three interventionists - one will work with K & 1st, one will work with 2nd & 3rd, and one will work with 4th and 5th. BCE will pay 100% of the salary of one of the interventionists from Title I funds. BCE will also pay 75% of the salary of another of the interventionists from Title I funds. The remaining 25% will be paid from trading a LEP assistant unit. Among their responsibilities - - Small group instruction with students -Assist with data and resources - Assist teachers w/ assessments, lesson planning, -Serve on the Instructional Team We will also provide additional student support. BCE will pay 100% of the salary for a half time LEP assistant and a half time teacher assistant to work with students on math and reading skills.
4	1	6	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.
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 Literacy Coach and interventionists will work closely with their teams to provide support through coaching, feedback, modeling, and professional development per teacher request and/or need focused on the Units of Study and its components as well as 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 interventionists will also work with these students during RtI time. They will work closely with the teachers to monitor student progress 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, BCE will purchase Edusmart licences 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 technology hardware or software for our school.
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... Title I funds will pay for after school tutorials. Tutorials take place to help provide additional intervention for students that previously failed STAAR as well other failing students.

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.) BCE will continue to provide our teachers the opportunity to attend training in the areas of need such as Preview, View, Review, Units of Study, vocabulary building instruction, and small group instruction either at the campus or district level. BCE will look into further training and support for our teachers in the Teachers College Units of Study through campus and district professional development opportunities.
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. Teachers will have planning days throughout the school year to plan for Units of Study and Common Formative Assessments. Title I funds will be used to cover the cost of substitutes for the planning days. BCE will pay the costs of substitutes so a 5th grade teacher can attend 14 days of the Rice STEM Lab during the school day.

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials General Funds	199.11.6399.000.126.11.0.126	\$16,760.00
1	1	3	Study Trips	199.11.6494.000.126.11.0.126	\$7,000.00
5	1	1	Office Copier Maintenance	199.11.6299.000.126.11.0.126	\$500.00
5	1	13	Funding for Subs from General	199.13.6112.000.126.11.0.126	\$2,500.00
Sub-Total					\$26,760.00
Budgeted Fund Source Amount					\$26,760.00
+/- 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	199.11.6399.000.126.23.0.126	\$650.00
Sub-Total					\$650.00
Budgeted Fund Source Amount					\$650.00
+/- Difference					\$0
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	At Risk Funds for Supplies and Materials	199.11.6399.000.126.30.0.126	\$8,520.00
Sub-Total					\$8,520.00
Budgeted Fund Source Amount					\$8,520.00
+/- Difference					\$0

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	Bilingual Funds for Supplies and Materials	199.11.6399.000.126.25.0.126	\$6,400.00
Sub-Total					\$6,400.00
Budgeted Fund Source Amount					\$6,400.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Books for Library Gen Funds	199.12.6329.000.126.99.0.126	\$1,000.00
5	1	1	Office Supplies	199.23.6399.000.126.99.0.126	\$1,600.00
5	1	16	Snacks and Food General Funds	199.13.6499.000.126.99.0.126	\$2,500.00
5	1	22	Counselor Funds	199.31.6399.000.126.99.0.126	\$750.00
5	1	22	Clinic Supplies	199.33.6399.000.126.99.0.126	\$750.00
Sub-Total					\$6,600.00
Budgeted Fund Source Amount					\$6,600.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials Needed for learning Title I	211.11.6399.000.126.30.0.000.FBG20	\$14,707.00
1	1	1	Technology Hardware	211.11.6398.000.126.30.0.000.FBG20	\$6,000.00
1	1	3	Transportation for Study Trips	211.11.6412.000.126.30.0.000.FBG20	\$6,000.00
2	1	4	Parent Coffee Snacks	211.61.6499.000.126.30.0.000.FBG20	\$500.00
2	1	5	Reading Materials for Parent Classes and Activities Title I	211.61.6329.000.126.30.0.000.FBG20	\$783.00
2	1	5	Supplies and Materials for Parents	211.61.6399.000.126.30.0.000.FBG20	\$1,000.00
3	1	1	Transportation for After School Program and Tutorials	211.11.6494.000.126.30.0.000.FBG20	\$7,000.00
4	1	5	Title I Funds for Salaries	211.11.6119.000.126.30.0.000.FBF19	\$163,404.00
4	1	6	Tech Software Title I	211.11.6397.000.126.30.0.000.FBG29	\$2,600.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Region IV Professional Development Teachers	211.13.6239.000.126.30.0.000.FBG20	\$2,500.00
5	1	2	Region IV Professional Development Administrators	211.23.6239.000.126.30.0.000.FBG20	\$1.00
5	1	4	Title I to pay for Edusmart	211.11.6397.000.126.30.0.000.FBG20	\$3,400.00
5	1	4	Chromebook computers Title I Funds	211.11.6398.000.126.30.0.000.FBG20	\$0.00
5	1	11	Title Funds for Tutorials	211.11.6116.000.126.30.0.000.FBG20	\$10,209.00
5	1	13	Funding for Teacher Professional Development (Travel)	211.13.6411.000.126.30.0.000.FBG20	\$1.00
5	1	13	Funding for Administrator Professional Development (Travel)	211.23.6411.000.126.30.0.000.FBG20	\$1.00
5	1	14	Funds for Substitutes for Teacher Training Title I	211.13.6112.000.126.30.0.000.FBG20	\$10,209.00
Sub-Total					\$228,315.00
Budgeted Fund Source Amount					\$228,315.00
+/- Difference					\$0
Grand Total					\$277,245.00