

Spring Branch Independent School District

Buffalo Creek Elementary School

2020-2021 Campus Improvement Plan



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, 2019-20, was 491.

Our class sizes varied this past year. In Kindergarten, we added an ESL classroom due to high numbers. The rest of the grade levels remained the same with the exception of 3rd: 1st - 2 bilingual and 2 ESL, 2nd - 3 bilingual and 2 ESL, 3rd - 3 bilingual and 2 ESL, 4th - 3 bilingual and 2 ESL, 5th - 2 bilingual and 2 ESL. For 2020 - 21, we will add a bilingual class to 3rd grade so there will be 3 bilingual and 2 ESL classrooms. We continue to have an influx of recent immigrants arriving from primarily from Central America. Our population is approximately 96% economically disadvantaged and 78% LEP. Students arriving from other countries often come with learning deficits. Some of them are more than one year behind academically.

Our staff is an experienced teaching staff with many of them having been on the campus 5 years or more. The demographics of the staff reflect that of our student body.

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 (Prioritized): Due to their low SES, our students come to us with limited experiences, background knowledge, and language. **Root Cause:** Poverty

Problem Statement 2 (Prioritized): 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 Learning

Student Learning Summary

Due to COVID19, our students did not take the 2020 STAAR tests.

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.

BCE was indicated as a school that needed Target Support because of three consecutive years of not meeting the TEA required 46% of the students performing at the meets level in reading and math. A Target Improvement plan was developed to focus on meeting the goal of 80% approaches, 46% percent meets, and 25% masters. The results of the STAAR released tests this spring prior to the COVID19 pandemic: Math - 57% Approaches, 20% Meets, 10% Masters; Reading - 56% Approaches, 20% Meets, 10% Masters; Writing - 35% Approaches, 6% Meets, 1% Masters, and Science - 44% Approaches, 17% Meets, 3% Masters.

Student Learning Strengths

Due to the implementation of our RtI small group schedule on a daily basis, our students began to make great improvements in all areas. The students respond well to small group, focused instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our language arts instruction continues to be an area of focus so our goal is to continue to provide support on the Units of Study for our teachers. **Root Cause:** Our language arts instruction requires consistent implementation of the Units of Study so our students are exposed to all the components of balanced literacy.

Problem Statement 2 (Prioritized): Our students' English language acquisition is not strong enough for them to successfully transition from Spanish to English. **Root Cause:** We need to provide our teachers with more support with English phonics pedagogy, vocabulary building, and strengthen instructional strategies for English language development.

Problem Statement 3 (Prioritized): Students have large deficits in reading fluency and comprehension. **Root Cause:** Students lack proficiency in foundational reading skills (phonics/phonemic awareness, vocabulary, high-frequency words) that lead to fluency and comprehension.

School Processes & Programs

School Processes & Programs Summary

The instructional leadership team includes: the Principal, the Assistant Principal, the school counselor, and two bilingual reading interventionists.

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

At BCE, we have a talented group of educators. We had four teachers leave our campus and one that moved to another grade level this past school year. We hired an experienced teacher for 5th grade teacher and new teachers for 3rd and 4th grade ESL and 4th grade Bilingual.

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.

Our campus will be assigned two Literacy Instructional Specialists for K - 2nd and for 3rd - 5th. They will continue to support our teachers with the implementation of the Units of Studies.

Our campus will continue to implement the RtI small group, priority standards focused interventions. The goal is to begin day one of instruction whether virtually or face to face.

School Processes & Programs Strengths

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

We have also been provided with two Literacy Coaches to continue to support our district's adoption of the Units of Study. They will provide teachers support through PLCs, coaching cycles, observations, feedback, modeling, and debriefing.

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 (Prioritized): 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 (Prioritized): Our teachers need support with instruction, student interventions, and the implementation of the Units of Study. **Root Cause:** The implementation of the Response to Intervention small groups and Units of Study need to be done with 100% fidelity by all teachers.

Perceptions

Perceptions Summary

At BCE, our culture is one of taking an active role in 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 2019 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, 2019 - 2020, was steady until the COVID19 pandemic.

Perceptions Strengths

A BCE strength 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 the administrators, CIS, and counselor to provide further assistance. Our CIS Project Manager makes frequent home visits when needed for some families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some of our students do not feel a strong connection to the school. **Root Cause:** Some students do not feel connected to the school because of their academic struggles while others have expressed being out numbered by the larger population of students, which are 2nd language speakers.

Priority Problem Statements

Problem Statement 1: Many of our students are 2nd language learners so they are still developing their English language skills.

Root Cause 1: Limited English language use and experiences at home.

Problem Statement 1 Areas: Demographics

Problem Statement 3: Students have large deficits in reading fluency and comprehension.

Root Cause 3: Students lack proficiency in foundational reading skills (phonics/phonemic awareness, vocabulary, high-frequency words) that lead to fluency and comprehension.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our language arts instruction continues to be an area of focus so our goal is to continue to provide support on the Units of Study for our teachers.

Root Cause 4: Our language arts instruction requires consistent implementation of the Units of Study so our students are exposed to all the components of balanced literacy.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Due to their low SES, our students come to us with limited experiences, background knowledge, and language.

Root Cause 5: Poverty

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our students' English language acquisition is not strong enough for them to successfully transition from Spanish to English.

Root Cause 6: We need to provide our teachers with more support with English phonics pedagogy, vocabulary building, and strengthen instructional strategies for English language. development.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 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 7: Teachers will benefit from support to strengthen their instructional strategies and deepen their understanding of the TEKS.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 9: Our teachers need support with instruction, student interventions, and the implementation of the Units of Study.

Root Cause 9: The implementation of the Response to Intervention small groups and Units of Study need to be done with 100% fidelity by all teachers.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Some of our students do not feel a strong connection to the school.

Root Cause 10: Some students do not feel connected to the school because of their academic struggles while others have expressed being out numbered by the larger population of students, which are 2nd language speakers.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: STUDENT ACHIEVEMENT. Every Buffalo Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2021, Buffalo Creek Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 7 points at each performance level (approaches, meets, masters).

2019-20: Not Rated due to COVID

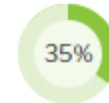
2018-19: Reading: 68% (approaches), 32% (meets), 11% (masters); Math: 76% (approaches), 38% (meets), 19% (masters)







2017-18: Reading: 66% (approaches), 35% (meets), 16% (masters); Math: 77% (approaches), 45% (meets), 16% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

<p>Strategy 1: In bi-weekly PLC's, grade level teams, with the support of district specialists and administrators, will identify priority TEKS and engage in cycles of data driven instruction (developing standards-aligned common assessments and lesson plans, data analysis, reflection, and re-teaching).</p> <p>Strategy's Expected Result/Impact: Teachers' in-depth conversations about data lead to reteaching, regrouping, and retesting. The end result will be improved academic achievement by students.</p> <p>Staff Responsible for Monitoring: Administration Teachers ILT</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



<p>Strategy 2: Teachers will meet bi-weekly as a PLC to analyze instructional data using an established protocol to monitor student progress, plan common assessments, review student work, plan for initial instruction and reteaching, and work through problems of practice.</p> <p>Strategy's Expected Result/Impact: 5-7% Increase in student performance on Campus checkpoint assessments each cycle 5-7% increase in students at meets and masters in reading and math respectively by Spring administration on PSTAAR 10% reduction in the percentage of students reading two or more reading levels below grade level compared to the 19-20 school year.</p> <p>Staff Responsible for Monitoring: Administration ILT Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: All core and special education teachers will utilize the Teacher's College ELA curriculum and district Math programs to ensure that lessons provide opportunities for all students to master grade level appropriate literacy and numeracy skills.</p> <p>Strategy's Expected Result/Impact: Improve academic performance of students and increase percentage of students performing at the meets level of STAAR.</p> <p>Staff Responsible for Monitoring: Administration ILT Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT. Every Buffalo Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: By June 2021, Buffalo Creek Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 5 percentage points for English Learners.


2019-20: Not Rated due to COVID




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


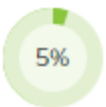




2017-18: English Learners 15%; non-English Learners 37%

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: BCE will address the foundational reading skills (phonics, high frequency word recognition, 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. Supplies and materials needed by our Sp Ed teachers in their work with our students will be purchased using General Funds.</p> <p>Strategy's Expected Result/Impact: Special Ed students' academic performance will improve as measured by CAs, PSAs, and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Special Education Teachers Interventionists Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: Special Ed Funds from General Budget - 199 PIC 23 - Special Education - 199.11.6399.000.126.23.0.126 - \$650</p>				

<p>Strategy 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> <p>Strategy's Expected Result/Impact: STAAR MAP Common Formative Assessments</p> <p>Staff Responsible for Monitoring: Teachers Special Education Teachers Interventionists Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: All BCE teachers will participate in professional learning focused on ELPS and effective ESL/dual language instructional strategies throughout the year to assist teachers in providing instruction that strengthens both languages.</p> <p>Strategy's Expected Result/Impact: Growth demonstrated on: TELPAS STAAR DRA MAP</p> <p>Staff Responsible for Monitoring: Dr. Mercuri Teachers Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>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</p> <p>Strategy's Expected Result/Impact: TELPAS STAAR MAP</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 5: BCE will address the needs of struggling readers in grades K- 5 by supporting teachers and students with the assistance of two reading interventionists who will provide tiered intervention to struggling students as part of the RtI process. 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% of that salary will be paid from trading a LEP assistant unit.</p> <p>We will also provide additional student support by paying 100% of the salary for a teacher assistant that will be a half time LEP assistant and a half time teacher assistant to work with students on math and reading skills.</p> <p>Strategy's Expected Result/Impact: MAP STAAR PSA DRA/EDL</p> <p>Staff Responsible for Monitoring: Administration Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Title I Funds for Salaries (Two Interventionists and Teacher Assistant) - 211 - Title I, Part A - 211.11.6119.000.126.30.0.000.FBF21 - \$181,464</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 6: BCE will commit to supporting the continuous learning and development of our teachers and staff by:</p> <ul style="list-style-type: none"> -Providing teachers with five 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 these planning days. -Covering the cost of substitutes so that teachers can attend professional development opportunities throughout the school year that will impact student academic performance. -Researching further training and support for our teachers in the academic areas through Teachers College Units of Study and Region 4. <p>Strategy's Expected Result/Impact: Teachers will delve deeply into the upcoming TC units so that students' reading and writing skills improve performance on Running Records, CAs, PSAs, and STAAR. Improvement on Teacher Surveys, Student Performance on Running Records, Campus and district assessments, STAAR</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: - 199 PIC 23 - Special Education - \$330, - 199 PIC 99 - Undistributed - \$1,500, Funds for Substitutes for Teacher Planning Days - 211 - Title I, Part A - 211.13.6112.000.126.30.0.000.FBG21 - \$14,000, Professional Development - 211 - Title I, Part A - \$14,000, - 199 PIC 11 - Instructional Services - \$5,075, - 199 PIC 99 - Undistributed - \$50</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT. Every Buffalo Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: STUDENT GROWTH: By June 2021, Buffalo Creek Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by 6 points, Math (K-5) increase by 6 points.



2019-20: Not Rated due to COVID




2018-19: Reading - 44% met CGI; Math - 49 % met CGI







2017-18: Reading - 40% met CGI; Math - 53 % met CGI

Evaluation Data Sources: Measures of Academic Progress (MAP) Reports

Summative Evaluation: None

Strategy 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. Strategy's Expected Result/Impact: Student Survey Teacher Survey Parent Survey Report Cards Staff Responsible for Monitoring: Boys and Girls Club Director and Staff Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: After School Bus Transportation (1 bus daily) - 211 - Title I, Part A - 211.11.6494.000.126.30.0.000.FBG21 - \$8,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: During the protected RTI block, BCE teachers and interventionists will provide data-driven Tier II and Tier III instruction to students according to their needs. Strategy's Expected Result/Impact: Increase in performance levels on: Report Cards STAAR MAP DRA/EDL Staff Responsible for Monitoring: Teachers Interventionists Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
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<p>Strategy 3: Students and teachers will track student progress towards meeting academic growth and SEL goals by 1) measuring progress towards projected RIT scores at fall, winter, and spring MAP administrations and behavior goals at specified intervals. Student-Teacher conferences will be held to discuss goal-setting and progress.</p> <p>Strategy's Expected Result/Impact: Students will meet projected growth targets and improve the following: Report Card grades DRA/EDL STAAR MAP</p> <p>Staff Responsible for Monitoring: Administration Interventionists Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: Teachers will receive professional development and access to instructional technology programs and tools to support core instruction at school and at home. To help support science instruction, BCE will purchase Edusmart licenses as a resource and supplement for grades 3rd - 5th in addition to RAZ Kids and Dreambox/IXL for reading and math respectively.</p> <p>Strategy's Expected Result/Impact: Teacher Tech Survey Lesson Plans will include tech use for blended learning. Increase in personalized learning. Science performance will increase due to use of Stemsscopes and Edusmart.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Edusmart Science Software for 3rd -5th - 211 - Title I, Part A - 211.11.6397.000.126.30.0.000.FBG21 - \$3,400</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 5: Using Title I 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 tangible and digital resources.</p> <p>Strategy's Expected Result/Impact: Impact student academic performance on CAs, PSAs, and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: At Risk SCE School-wide Overtime Pay - 199 PIC 30 - At Risk School Wide SCE - 199.11.6121.000.126.30.0.126 - \$130, At Risk Funds from General Budget - 199 PIC 24 - At Risk - 199.11.6399.000.126.30.0.126 - \$9,200, Bilingual/ESL Funds from General Budget - 199 PIC 25 - ESL/Bilingual - 199.11.6399.000.126.25.0.126 - \$6,240</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 6: Literacy instruction will be supported through a robust collection of books and resources available in the school library. New books and resources will be purchased for the library based on selection criteria: Reflect the needs of the school and the community; Meet high standards of quality in factual content, presentation, artistic and technical quality; Be age-appropriate for the grade and interest level at which they are used; Have aesthetic, literary, or social value. Strategy's Expected Result/Impact: Interest in reading topics will increase student reading performance and enjoyment. Staff Responsible for Monitoring: Librarian, Teachers, Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Books for library - 199 PIC 99 - Undistributed - 199.12.6329.000.126.99.0.126 - \$1,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 7: 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. Strategy's Expected Result/Impact: Improved student performance on campus and district assessments and STAAR. Staff Responsible for Monitoring: Administration, Teachers, Interventionists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: After School Tutorials - 211 - Title I, Part A - 211.11.6116.000.126.30.0.000.FBG21	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: STUDENT SUPPORT. Every Buffalo Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2021, the % of Buffalo Creek Elementary School students who feel connected as both individuals and learners will increase by at least 6 points.



2019-20: Not Rated due to COVID



2018-19: School Safety - 91%; School Belonging - 86%


2017-18: School safety - 66%; School belonging -74%





Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

Strategy 1: Teachers and staff will build and sustain a sense of community within each classroom and across the campus that promotes inclusion and diversity by engaging in ongoing professional learning , implementing community circles, collaboratively developed behavior expectations, SEL curricula, and other district recommended activities. Strategy's Expected Result/Impact: Panorama Survey Staff Responsible for Monitoring: Counselor Teachers Administration Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: To increase community and sense of belonging, community circles will be implemented in K - 5th classrooms. Our counselor and the climate committee will provide ongoing professional development and support for our teachers on implementing community circles and other SEL strategies. Strategy's Expected Result/Impact: Panorama Survey Student Survey Staff Responsible for Monitoring: Climate Committee Counselor Teachers Administration Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 3: Reinforce high expectations for student achievement by providing access to rigorous experiences, field trips, resources, and materials that promote the district T-2-4 goal, including College Week. Instructional materials and supplies aligned to these activities will be provided to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curricula.</p> <p>Strategy's Expected Result/Impact: Panorama Survey</p> <p>Staff Responsible for Monitoring: Counselor Climate Committee Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Transportation for Field Trips - 211 - Title I, Part A - \$3,500, Transportation for Field Trips - 199 PIC 11 - Instructional Services - \$6,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: BCE will continue to build and strengthen the home-school connection by establishing consistent school-wide modes of communication, in-person/virtual activities, and providing resources, events, and materials to support parent education.</p> <p>Strategy's Expected Result/Impact: Parent Survey Parent Sign-in sheets</p> <p>Staff Responsible for Monitoring: CIS Project Manager Counselor Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Reading Materials for Parent Classes and Activities Title I - 211 - Title I, Part A - 211.61.6329.000.126.30.0.000.FBG21 - \$800, Supplies and Materials - 211 - Title I, Part A - 211.61.6399.000.126.30.0.000.FBG20 - \$700, Resources & Supplies - 211 - Title I, Part A - \$658</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 5: Various instructional materials and supplies will be provided as necessary to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curriculum to improve and support student achievement in face to face and virtual settings. Strategy's Expected Result/Impact: MAP PSA STAAR TELPAS Staff Responsible for Monitoring: Administration Teachers Administrative Assistant Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Supplies and Materials from Title I Funds - 211 - Title I, Part A - 211.11.6399.000.126.30.0.000.FBG21 - \$3,238, Supplies and Materials from General Budget - 199 PIC 11 - Instructional Services - 199.11.6399.000.126.11.0.126 - \$11,280	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June




 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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Goal 2: STUDENT SUPPORT. Every Buffalo Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 2: GUIDANCE AND COUNSELING: Each grade level will implement and support character education and social-emotional learning curriculum.

Evaluation Data Sources: Training materials and attendance rosters

Summative Evaluation: None

<p>Strategy 1: To help increase our students' school connectedness and school safety awareness, the guidance counselor, with support from administration, will provide teachers and staff with Community Circle topics that promote and increase connectedness, facilitate guidance lessons on anti-bullying, and will work with 3-5th grade students on Respecters Committee to promote the 3 Be's (Be Safe, Be Respectful, Be Responsible) throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improved Panorama feedback</p> <p>Staff Responsible for Monitoring: Counselor Administration Teachers Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: BCE administrators and counselor will plan experiences and lessons throughout the year that support mental, physical, and emotional health and wellness upon post-COVID reentry (whether face to face or virtually) for students and staff. This includes professional development to support campus-wide character development and social emotional learning.</p> <p>Strategy's Expected Result/Impact: Mitigate potential COVID related social-emotional trauma</p> <p>Staff Responsible for Monitoring: Counselor, Administration, Teachers, Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: To help minimize bullying incidents, BCE will continue to implement Positive Behavior Interventions and Support (The 3 Be's) to help establish and reinforce school-wide behavioral expectations in common areas, the virtual learning environment, and interactions.</p> <p>Strategy's Expected Result/Impact: Student interactions will be positive throughout the building. Students will be able to identify their actions as safe, respectful, and responsible.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Counselor, CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I, Part A (FBG20 Carryover) - \$3,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June








Strategy 4: BCE teachers and counselor will provide lessons in classrooms that promote anti-bullying strategies. To the extent possible, school assemblies on anti-bullying will take place with possible performances from the Texans Toro Anti-Bullying Prevention Program along with other school activities and virtual events if necessary. The counselor will purchase relevant materials or use funds to schedule performances. Strategy's Expected Result/Impact: Student interactions will be positive and supportive. Staff Responsible for Monitoring: Counselor, Administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Funds for counselor to purchase materials - 199 PIC 99 - Undistributed - 199.31.6399.000.126.99.0.126 - \$750	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: STUDENT SUPPORT. Every Buffalo Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

Performance Objective 3: BCE will implement relevant components of school-wide behavior systems such as PBIS and CHAMPS to teach and reinforce expected school-wide behaviors both in-person and in distance learning settings.

Evaluation Data Sources: Behavior incidents

Summative Evaluation: None








Strategy 1: Schoolwide incentives will be used to acknowledge student SEL and academic achievements while encouraging the continued development of positive behaviors. Strategy's Expected Result/Impact: Demonstration of the 3 Be's will increase. Student behavior referrals and incidents will decrease. Staff Responsible for Monitoring: Administration ILT Counselor Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A, - 211 - Title I, Part A (FBG20 Carryover)	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 1: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster

Summative Evaluation: None











Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrators Safety Committee Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: The nurse will purchase necessary supplies for the school clinic, provide educational resources about health and wellness to students and families, and will host a Health Fair in the spring semester. Strategy's Expected Result/Impact: Basic health needs will be attended to. Students and families will be educated about health and wellness. Staff Responsible for Monitoring: Nurse Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Clinic supplies - 199 PIC 99 - Undistributed - 199.33.6399.000.126.99.0.126 - \$750	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Performance Objective 2: EMERGENCY OPERATIONS: Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Summative Evaluation: None




Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrators Safety Committee Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 4: FISCAL RESPONSIBILITY. Buffalo Creek Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.





Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Summative Evaluation: None

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and effectively manage finances to support school operations. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Allocations and expenditures support school priorities. Staff Responsible for Monitoring: Principal Administrative Assistant Title I Schoolwide Elements: 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: BCE will cover the cost of substitutes, using general funds allocated to the school, for support staff on the days that they are absent. Strategy's Expected Result/Impact: AESOP Staff Responsible for Monitoring: Admin Assistant, Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Subs for Support Staff in General Ed positions - 199 PIC 11 - Instructional Services - 199.11.6122.000.126.11.0.126 - \$1,165, Substitutes Support Staff - 199 PIC 99 - Undistributed - 199.23.6122.000.126.99.0.126 - \$460, Subs for Support Staff in Special Ed positions - 199 PIC 23 - Special Education - 199.11.6122.000.126.23.0.126 - \$1,200, Overtime Support Staff - 199 PIC 23 - Special Education - 199.11.6121.000.126.23.0.126 - \$100	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Meals and snacks will be provided during campus professional development days. Strategy's Expected Result/Impact: Faculty/Professional Development Day Sign In Sheet, Agenda Staff Responsible for Monitoring: Administrators, Admin Assistant TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Snacks and Foods for Campus PD Days - 199 PIC 99 - Undistributed - 199.23.6499.000.126.99.0.126 - \$95, Snacks and Foods for Campus PD Days - 199 PIC 99 - Undistributed - 199.13.6499.000.126.99.0.126 - \$2,800	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: BCE will cover the cost of miscellaneous office needs such as printing materials using out of district print services, office supplies and equipment. Strategy's Expected Result/Impact: Printed materials Staff Responsible for Monitoring: Admin Assistant, Administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: General Funds for Printed Materials - 199 PIC 11 - Instructional Services - 199.11.6299.000.126.11.0.126 - \$2,000, Office Copier Repairs - 199 PIC 99 - Undistributed - 199.52.6399.000.126.99.0.126 - \$150, Office Supplies - 199 PIC 99 - Undistributed - 199.23.6399.000.126.99.0.126 - \$1,500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Villarreal	Reading Interventionist	Title I	
Mirith Ballestas	Reading Interventionist	Title I	

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$5,075.00
2	1	3	Transportation for Field Trips		\$6,000.00
2	1	5	Supplies and Materials from General Budget	199.11.6399.000.126.11.0.126	\$11,280.00
4	1	2	Subs for Support Staff in General Ed positions	199.11.6122.000.126.11.0.126	\$1,165.00
4	1	4	General Funds for Printed Materials	199.11.6299.000.126.11.0.126	\$2,000.00
Sub-Total					\$25,520.00
Budgeted Fund Source Amount					\$25,520.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Special Ed Funds from General Budget	199.11.6399.000.126.23.0.126	\$650.00
1	2	6			\$330.00
4	1	2	Subs for Support Staff in Special Ed positions	199.11.6122.000.126.23.0.126	\$1,200.00
4	1	2	Overtime Support Staff	199.11.6121.000.126.23.0.126	\$100.00
Sub-Total					\$2,280.00
Budgeted Fund Source Amount					\$2,280.00
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	At Risk Funds from General Budget	199.11.6399.000.126.30.0.126	\$9,200.00
Sub-Total					\$9,200.00
Budgeted Fund Source Amount					\$9,200.00
+/- Difference					\$0.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Bilingual/ESL Funds from General Budget	199.11.6399.000.126.25.0.126	\$6,240.00
Sub-Total					\$6,240.00
Budgeted Fund Source Amount					\$6,240.00
+/- Difference					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	At Risk SCE School-wide Overtime Pay	199.11.6121.000.126.30.0.126	\$130.00
Sub-Total					\$130.00
Budgeted Fund Source Amount					\$130.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$1,500.00
1	2	6			\$50.00
1	3	6	Books for library	199.12.6329.000.126.99.0.126	\$1,000.00
2	2	4	Funds for counselor to purchase materials	199.31.6399.000.126.99.0.126	\$750.00
3	1	3	Clinic supplies	199.33.6399.000.126.99.0.126	\$750.00
4	1	2	Substitutes Support Staff	199.23.6122.000.126.99.0.126	\$460.00
4	1	3	Snacks and Foods for Campus PD Days	199.23.6499.000.126.99.0.126	\$95.00
4	1	3	Snacks and Foods for Campus PD Days	199.13.6499.000.126.99.0.126	\$2,800.00
4	1	4	Office Copier Repairs	199.52.6399.000.126.99.0.126	\$150.00
4	1	4	Office Supplies	199.23.6399.000.126.99.0.126	\$1,500.00
Sub-Total					\$9,055.00
Budgeted Fund Source Amount					\$9,055.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Title I Funds for Salaries (Two Interventionists and Teacher Assistant)	211.11.6119.000.126.30.0.000.FBF21	\$181,464.00
1	2	6	Funds for Substitutes for Teacher Planning Days	211.13.6112.000.126.30.0.000.FBG21	\$14,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Professional Development		\$14,000.00
1	3	1	After School Bus Transportation (1 bus daily)	211.11.6494.000.126.30.0.000.FBG21	\$8,000.00
1	3	4	Edusmart Science Software for 3rd -5th	211.11.6397.000.126.30.0.000.FBG21	\$3,400.00
1	3	7	After School Tutorials	211.11.6116.000.126.30.0.000.FBG21	\$0.00
2	1	3	Transportation for Field Trips		\$3,500.00
2	1	4	Reading Materials for Parent Classes and Activities Title I	211.61.6329.000.126.30.0.000.FBG21	\$800.00
2	1	4	Supplies and Materials	211.61.6399.000.126.30.0.000.FBG20	\$700.00
2	1	4	Resources & Supplies		\$658.00
2	1	5	Supplies and Materials from Title I Funds	211.11.6399.000.126.30.0.000.FBG21	\$3,238.00
2	3	1			\$0.00
Sub-Total					\$229,760.00
Budgeted Fund Source Amount					\$215,760.00
+/- Difference					-\$14,000.00
211 - Title I, Part A (FBG20 Carryover)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$3,000.00
2	3	1			\$0.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$42,779.00
+/- Difference					\$39,779.00
276 Instructional Continuity Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,649.00
+/- Difference					\$6,649.00
Grand Total					\$285,185.00

Addendums