

# Spring Branch Independent School District

## Woodview Elementary School

### 2019-2020 Campus Improvement Plan



# Mission Statement

**BEAGLE - Building Excellence And Growing Leaders Everyday**

## Vision

The passionate staff members at Woodview Elementary are dedicated to providing the appropriate tools and strategies to ensure the success of every child.

## 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

**Woodview Elementary is a Title 1 campus.**

### Enrollment by Race/Ethnicity:

African American - 4.2 %

Hispanic - 87.9 %

White - 5.9%

American Indian - .6%

Asian - .5%

Pacific Islander - 0%

Two or More Races - .9%

### Enrollment by Student Group:

Economically Disadvantaged - 97%

English Language Learners - 70%

Special Education - 9%

**Mobility Rate - 24%**

**Attendance Rate - 96%**

## **Demographics Strengths**

Our students and staff are diverse and bring a rich sense of community to Woodview. Parents, staff, and community members are committed to providing a quality education to all of our students. We have high expectations for all stakeholders at our campus. Our families are hard working, caring, and want the best for thier children. We have many community partners that support our students and our campus. Together parents, students, staff, and community members create fun and engaging learning opportunities for all of our students.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Resources are needed to differentiate instruction for all of our students. **Root Cause:** Educational Access

# Student Academic Achievement

## Student Academic Achievement Summary

We are a multiple measures district and look at student achievement in many different ways. One of the ways is with our MAP testing. In math 51% of our students met or exceeded growth targets and 37% of our students met or exceeded growth targets in Reading.

For STAAR 2019 we had some great increases in 3rd grade both reading and math and in 4th grade writing. In 5th grade we had decreases in Math and Science. The information below shows the breakdown by grade level and subject area for each area tested on STAAR.

3rd Grade Reading English & Spanish - 52% approaches (Increase of 7%)

3rd Grade Math - 57% approaches (Increase of 12%)

4th Grade Reading English & Spanish - 42% (Decrease of 5%)

4th Grade Math - 53% (Decrease 7%)

4th Grade Writing English & Spanish - 51% (Increase 16%)

5th Grade Reading English & Spanish - 59% (Increase 1%)

5th Grade Math - 66% (Decrease 14%)

5th Grade Science - 34% (Decrease 16%)

## Student Academic Achievement Strengths

In 3rd grade we made gains in both reading and math. More of our children are leaving our primary program on or above grade level in reading and math. They are also making progress with their behavior. Fewer students are having disciplinary referrals. Our students made the greatest gains in STAAR Writing performance. They increased by 16% from the previous year. We are making increases in MAP for both reading and math.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Staff training, support materials and personnel are needed to enhance academic achievement in reading, math, science, and writing..

**Root Cause:** All students learn and acquire knowledge in different ways.

# School Processes & Programs

## School Processes & Programs Summary

Our vision guides us: The passionate staff members at Woodview are dedicated to providing the appropriate tools and strategies to ensure the success of every child.

Mission: **Building Excellence And Growing Leaders Everyday**

We have a shared leadership structure including: Instructional Leadership Team, Campus Improvement Team, Team Leaders, Grade Level PLC's, and PTA. We continually use various data sources to determine the effectiveness of our program, systems, and structures.

We utilize our PLC's Commitments and utilize the 4 Critical Questions when we are planning. Our teachers have their content and language objectives written on the board and refer to them throughout the lesson. Our children are able to articulate what they are learning and the outcome they are expected to produce. We utilize the district curriculum resources in IT's Learning and have protected planning time. We plan with district specialists on a continual basis and we attend professional development sessions to learn new techniques and ways to teach the TEKS. Our Instructional Leadership Team Members attend team planning sessions to support teams. We participate in district assessments and analyze the data to determine next steps.

## School Processes & Programs Strengths

We are a PBIS (Positive Behaviors Interventions and Supports) campus and ensure that our students have the self-regulatory behaviors they need for success. Project Class is a Social Skills program we use to teach the students the social skills they need for school and in life.

At Woodview we have shared leadership and a structure that allows all of our stakeholders to have an equal voice in helping us reach our goals. Together we hold one another accountable for our outcomes. We are reflective practitioners and always seek to make improvement.

We have instructional rounds and give teachers areas of Reinforcement and areas of Refinement based on the observations. We give lesson plan feedback to teachers and teams to ensure we are covering the state mandated TEKS. We utilize the Data Wise Cycle and have a continual flow of common assessments, data analysis, and planning for individual needs. MAP data is used to "preview" TEKS that are coming up in the curriculum during small group instruction.

In K - 5th grade we utilize the Teacher College Reading and Writing Project Units of study to teach Language Arts. Our teachers attend training and they have a facilitator to support them in planning. Our students set goals and track their progress using student trackers.

We ensure all of our students have the accommodations they need if they are in Special Education, GT, and if they are EL.



## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers need current resources, technology, books, and training to meet the needs of all students. **Root Cause:** State standards are updated on a regular basis and new methods are discovered for teaching students.

# Perceptions

## Perceptions Summary

We believe we need to provide the supports and structures so that every student grows to their heightest potential when they are with us. We have academic support for children who are performing below level in Reading and Math. We also have acceleration for students who are performing above level. All of our staff members are committed to ensuring the success of their children.

At Woodview we have supports and structures in place to support students and staff: Extended planning time (Beagle Byte), protected planning on Tuesdays and Thursdays, faculty meetings, professional development opportunities, Beagle Camp, mentoring, Behavior Support Team, Instructional Leadership Team, Campus Improvement Team, Team Leader, District Support, and Project Class. We have an Interviewing Committee to help us find highly qualified staff. We use disaggregated data from multiple sources including: MAP, Common Assessments, District Assessments, and other forms of data to drive our differentiated instruction for all students. The SSC/RTI process is followed to determine the next steps to meet the needs of our children.

We are a family at Woodview and we value the partnership we have with our parents, students, community members, and staff members.

## Perceptions Strengths

Our grade level PLC's ensure the success of students through using the PLC commitments and answering the 4 critical questions when they are planning. They work in collaborative teams and take collective responsibility for student learning rather than working in isolation. Teams implement a guaranteed and viable curriculum, unit by unit. We monitor student learning through ongoing assessment processes that include frequent, team-developed common formative assessments. They use the results of common assessments to: Improve individual practice, build the team's capacity to achieve its goals, and intervene or extend on behalf of students. We provide systematic interventions and enrichment to ensure we are meeting the needs of all of our students. When we are lesson planning we use the questions: What do we expect students to know and to be able to learn? How do we know they are learning it? How do we respond when they do not learn? How do we respond when they have already learned?

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Intervention support, materials, books, technology, supplies, and staff training are needed in order to meet the needs of all students.

**Root Cause:** New methods are continuously developed to help staff meet the needs of their students.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- 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

## Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement 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: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.**

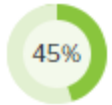


**Performance Objective 1:** By June 2020, at least 40% of Woodview students will meet or exceed growth expectations on MAP in reading.

2018-19: Reading - 37% met CGI; Math - 51% met CGI

2017-18: Reading - 33% met CGI; Math - 51% 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
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      1) Train and support staff in the following areas:                      -MAP                      -Data analysis                      -Reading &amp; Writing Program                      -PLC's                      -Active Learning                      -TEKS                      -Regional service center trainings                      -Technology                      -Resources and supplies</p>	2.4, 2.5, 2.5, 2.6	Instructional Leadership Team Teachers District Specialists	Calendar Sign in sheets			
<p><b>Funding Sources:</b> 199 PIC 11 - Instructional Services - 28560.00, 211 - Title I, Part A - 4471.20</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>2) Develop personalized and rigorous hands on lessons that integrate technology, use inquiry, and problem solving to enhance critical thinking.</p> <p>Utilize software to individualize instruction for all students including Gifted and Talented, Special education, English Learners, 504, Dyslexic, At-Risk, and Economically Disadvantaged.</p>	2.4, 2.4, 2.5, 2.6	Team Leaders Teachers	Lesson plans PLC notes			
				<b>Funding Sources:</b> 211 - Title I, Part A - TZ Grant - 64234.00		
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Intervention Specialists provide small group math and reading instruction for students needing additional layers of support as identified through data.</p>	2.5, 2.6, 2.6	Instructional Leadership Team Intervention Specialists	Schedules Student Trackers			
				<b>Funding Sources:</b> 211 - Title I, Part A - 194291.79		
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Align Literacy Instruction by implementing a researched based Reading and Writing Program for all students: Including students who are Gifted and Talented, English Learners, Special Education, Economically Disadvantaged, and At-Risk</p> <ul style="list-style-type: none"> <li>-Rubrics for writing</li> <li>-Daily leveled reading</li> <li>-Staff Development</li> <li>-Running Records</li> <li>-Technology resources</li> <li>-Reference books for teachers</li> <li>-Student books</li> <li>-Beagle Camp</li> <li>-Resources and supplies</li> </ul>	2.4, 2.5, 2.6, 2.6	Team Leaders Teachers Instructional Leadership Team	Data Trackers Lesson pans			
				<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 4350.00, 199 PIC 11 - Instructional Services - 345.00, 211 - Title I, Part A - 1500.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>5) Align science instruction for all students including: -Using proficiency scales and priority standards -Hands on experiments -Common assessments -Study trips -After school enrichment -Small group support for identified students based on data -Resources and supplies -Teacher reference books -Student books</p>	2.4, 2.4, 2.5, 2.6	Teachers Instructional Leadership Team Instructional Coaches	Lesson Plans Observations Data Trackers			
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>6) Align math instruction for all students including: -Proficiency Scales and Priority Standards -Common Assessments -Problem solving -Manipulatives -Technology resources -Student books -Small Group instruction -After school classes -Teacher reference books -Staff development -Goal Setting &amp; Data Trackers</p>	2.4, 2.5, 2.5, 2.6	Team Leaders Teachers Instructional Leadership Team	Lesson Plans Observations Data Trackers			
= 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.

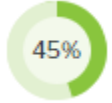
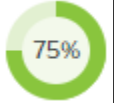

**Performance Objective 1:** By June 2020, at least 88% of 3-5 graders will respond favorably on Teacher-Student Relationships on the Panorama survey.







2018-19: 85% Teacher-Student Relationships

2017-18: 84% Teacher-Student Relationships

**Evaluation Data Source(s) 1:** Panorama EOY Data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>1) Build students' self-regulatory behaviors by utilizing:</p> <ul style="list-style-type: none"> <li>-Active Learning Lab</li> <li>-Active Learning in the classroom</li> <li>-Social skills training program</li> <li>-Positive behaviors interventions and support (PBIS)</li> <li>-Staff development</li> <li>-Professional books</li> <li>-Resources to support behavior</li> <li>-Parenting classes</li> <li>-Student recognition</li> <li>-Goal Setting and data tracking</li> <li>-CIS &amp; Counseling Support</li> <li>-Parent training</li> </ul>	2.5, 3.1, 3.2, 3.2	Instructional Leadership Team Counselor Communities in Schools Project Class System of Care	Discipline reports CIS reports Counseling logs			
<p><b>Funding Sources:</b> 211 - Title I, Part A - 7500.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p><b>TEA Priorities</b>            Improve low-performing schools            2) Guidance lessons whole group, small group, and individual students to increase Social Emotional Learning (SEL)            Topics to include but not limited to:            -Bullying            -Peer pressure            -Friends and building healthy relationships</p> <p>Resources and supplies            Professional books            Student books            -Parent Training</p>	2.5, 3.1	Counselor Communities in Schools Instructional Leadership Team	Schedules Discipline reports			
<p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p>						

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

**Performance Objective 1:** By June 2020, at least 28% of Woodview 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)

18-19: 25% of students performed at the post-secondary readiness as defined by SBISD Measures of Success

17-18: 24% of students performed at the post-secondary readiness 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
1) Grade level PLC's -Protected planning time -Utilize PLC structure -Analyze data -Instructional Team Member coordinator per grade level -Staff development -Resources and supplies -Teacher resource books	2.4, 2.5, 2.6	Team Leaders Teachers Instructional Leadership Team	Team notes Data trackers Lesson plans			
2) Staff development for teachers and teams: -Pedagogy -Strategies to increase active participation -Strategies to support English Learners -Strategies to support students in Special Education -Strategies to support students in Gifted and Talented -Teacher resource books -Resources and supplies	2.4, 2.5, 2.6	Teachers Instructional Leadership Team	T-TESS Goal setting Staff development reports Sign in sheets			
3) Monitor progress of students failing to meet SSI requirements and provide remediation. -Intervention specialist support -Tutorials -Professional development -Resources and supplies -Teacher professional books -Student books and workbooks -Technology devices and licences	2.4, 2.5, 2.6	Intervention Specialists Instructional Leadership Team Teachers	Small group documentation Data trackers			
<b>Funding Sources:</b> 211 - Title I, Part A - 21824.00, 199 PIC 23 - Special Education - 700.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Provide parents opportunities to see themselves as partners: Community events such as: -Eat, Meet, and Greet -Open House -Parent Conferences -Title 1 Parent Meeting -Home school compact -Wednesday folders -Volunteer orientation -PTA -Parenting classes -Best in show	3.1, 3.2	Communities in Schools Counselor Instructional Leadership Team	Sign in sheets Calendar of events Call outs Flyers			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2830.00, 199 PIC 99 - Undistributed - 600.00					
5) Utilize community partnerships and donations to support student achievement -Mentors -Reading Buddies -Dictionary project -Beagle camp -Sister school	2.5, 3.2	Communities in Schools Counselor Instructional Leadership Team	Activity fund donations Partnerships with community organizations Sign in sheets			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

## 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, Woodview will close existing gaps in post secondary readiness by at least 5% for English Learners and non-English Learners while all performance improves.




2018-19: English Learners 18%; non-English Learners 40%

2017-18: English Learners 13%; non-English Learners 42%

**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
1) Increase students' background knowledge through: -Study trips -Stemscopes -Technology resources and devices -Hands on materials	2.4, 2.5, 2.6	Teachers Team Leaders Instructional Leadership Team	Lesson plans Observations			
				<b>Funding Sources:</b> 211 - Title I, Part A - 14715.40, 199 PIC 11 - Instructional Services - 1000.00		
2) Provide meaningful enrichment activities for students during Beagle Camp -Materials and supplies -Books -Technology resources -Manipulatives and equipment  Extra Duty pay for extended planning for Teachers during non-contract time at \$25. per hour.  Extra Duty pay for Summer Capacity building. 10 Teachers x \$2000. stipend x 2 years.	2.4, 2.5, 2.6	Teachers Instructional Leadership Team  Classroom Teachers	Sign in sheets Schedules  Extended Planning Time  Summer Re-Design Camp			
				<b>Funding Sources:</b> 211 - Title I, Part A - 35867.61, 211 - Title I, Part A - TZ Grant - 95146.00		
3) Align instruction for vocabulary development so all students can access the curriculum: -ELPS Strategies -Language objectives -Staff development	2.4, 2.5, 2.6	Teachers Team Leaders Instructional Leadership Team	Lesson Plans Sign in sheets			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

## Goal 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:** ARD's, Staffing notes, SSC's, Outlook calendar







### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Conduct continuous annual program evaluation (Special Education, Gifted and Talented, English Learners) utilizing student performance data derived from special populations for the purpose of program review and revision.	2.6	Teachers Instructional Leadership Team	SSC's LPAC's ARD's			
2) Promote parent and community involvement in drug and violence prevention programs/activities.	2.5, 3.1, 3.2	Nurse CIS CYS C-SHAC Team Counselor	Calendar Sign in Sheets Agenda's			
3) 3) Special Education - -Monitor and evaluate LRE ratio -Develop campus capacity to support inclusive programming for students with disabilities. - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions - Train appropriate staff on Special Education timelines and compliance requirements	2.5, 2.6	Diagnostician Special Education Team District SPED support Staff	Monthly PEIMS reports SPED Ed. Team Meetings District training/meetings Staffing Minutes Data Trackers Mandt training Logs and Certificates			
4) 4) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: *Language Arts *Math *Science *Social Studies *LEP intervention	2.6	ILT Team Intervention Specialists Leadership Team SPED Team	Data Review Team Notes LPAC's			
<b>Funding Sources:</b> 199 PIC 30 - At Risk School Wide SCE - 10880.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) 5) Identify At-Risk students: provide them with supplemental services: and monitor progress (including continual English Language development for LEP students) Provide materials including: manipulative' s, literacy materials, STAAR support, bilingual materials Beagle Camp Computer assisted instruction	2.6	ILT Team Intervention Specialists	Assessment Data Sign-in Sheets Lesson Plans			
	<b>Funding Sources:</b> 199 PIC 25 - ESL/Bilingual - 7120.00					
6) 6) Develop monitor, and evaluate campus volunteer/partnership programs that include: *recruitment *training/support *recognition of volunteers/partnerships	2.5, 3.1, 3.2	ILT Team CIS Worker CIT	Monthly Volunteer Report Volunteer Training's Outreach via PTA notes Community Partnerships Sign in Sheets CiT notes ESL Parenting Classes Mentor Program			
7) 7) TITLE II A - Provide professional development that increases knowledge and skills related to: *Understanding TEKS *Differentiated instructional strategies to meet the needs of diverse student populations *Integration of Technology *Content development in Language Arts, Social Studies, Science, and/or Math *Small group instruction *Coaching teachers, in services, training's, workshops. Teacher Development materials Such as: Professional books Instructional Materials Webinars Access to Electronic books, etc. Beagle Byte, Wednesday Faculty meetings, Team planning  Provide Healthy Snacks during Re-Design Meetings	2.4, 2.5, 2.6	Team Leaders ILT Team Teachers Intervention Specialists Administration	Team Meeting Agenda's Staff development plans Map testing for check points data Literacy and Behavior trng. minutes SBISD - Core Area support for planning Walk through and feedback notes.			
8) 8) Provide support for new teachers with ongoing mentoring and planning with certified staff	2.4, 2.5, 2.6	ILT Mentors Librarian Team Leaders Mentor Coordinator	Walk through feedback Observation Feedback Mentoring Logs Peer Observations T-Tess Noes			



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
9) 9) Recruit and retain highly-qualified staff, defined through state, by participating in job fairs.	2.4, 2.5, 2.6	Administration Interviewing Team	Sign-in Sheets Attend Job Fairs Meet and Greet			
10) 10) 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 students.	2.4, 2.5, 2.6	WVE Administration CIS Coordinator Leadership Team	Calendar Sign-in Sheets Meeting Notes PTA Meeting Notes			
11) 11) Pre-K and Kinder teachers develop transition strategies. Elementary campuses provide Kindergarten orientation.  5th Grade teachers develop transition strategies. Schedule trips to middle school.	2.4, 2.5, 2.6	Kinder Team 5th Grade Team Administration CIS Counselor	Calendar and Sign-in Sheets Kinder round up Staff Development Visits to Middle School			
12) 12) GIFTED AND TALENTED - Provide opportunities for G/T professional development in the following areas: Nature and Needs, Assessing and identifying G/T student needs, Differentiating Curriculum for G/T students, Assessing social and emotional needs for G/T students, Creativity and instructional strategies for G/T students. -Implement and evaluate curriculum for meeting needs of gifted students - Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students.	2.4, 2.5, 2.6	District GT Facilitator Counselor Librarian Teachers	District Training's GT Certifications Team Minutes Lesson Plans HAUP Planned Experiences Parent Communication			
13) 13) COORDINATED SCHOOL HEALTH (SCH) 1. Review the School Health Index 2. Identify focus area(s) for campus	2.5, 2.6	Nurse Counselor CIS Health Fitness Teacher C-SHAC Committee CYS Teachers	C-SHAC Agenda and Minutes Calendar of events for Fall and Spring Data Best in Show Field Day High School Connections International Day of Peace			
<b>Funding Sources:</b> 199 PIC 99 - Undistributed - 750.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
14) 14) Increase parent attendance at Title I Annual Meeting -Review and revisit both the Home/School Compact and Parental Involvement Policy. -Parents rights on teacher qualifications	3.1, 3.2	Administration CIT CIS Counselor Teachers	Flyers Agendas Sign-in Sheets Parent Compact	 100%	 100%	 100%
 = Accomplished  = No Progress  = Discontinue						

# Campus Funding Summary

<b>199 PIC 11 - Instructional Services</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies	11.6399	\$28,560.00
1	1	4	Other Maintenance Repair	11.6249	\$345.00
4	1	1	Transportation	11.6494	\$1,000.00
<b>Sub-Total</b>					\$29,905.00
<b>Budgeted Fund Source Amount</b>					\$29,905.00
<b>+/- Difference</b>					\$0
<b>199 PIC 23 - Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Supplies	11.6399.23	\$700.00
<b>Sub-Total</b>					\$700.00
<b>Budgeted Fund Source Amount</b>					\$700.00
<b>+/- Difference</b>					\$0
<b>199 PIC 25 - ESL/Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	Supplies - Bilingual	11.6399.25	\$7,120.00
<b>Sub-Total</b>					\$7,120.00
<b>Budgeted Fund Source Amount</b>					\$7,120.00
<b>+/- Difference</b>					\$0
<b>199 PIC 30 - At Risk School Wide SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	At-Risk	11.6399.30	\$10,880.00

199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$10,880.00
<b>Budgeted Fund Source Amount</b>					\$10,880.00
<b>+/- Difference</b>					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Library - Magazines	12.6325	\$350.00
1	1	4	Library - Other Reading Materials	12.6329	\$3,500.00
1	1	4	Library - Supplies	12.6399	\$500.00
3	1	4	Overtime - Custodial	51.6121	\$600.00
5	1	13	Supplies - Nurse	33.6399	\$750.00
<b>Sub-Total</b>					\$5,700.00
<b>Budgeted Fund Source Amount</b>					\$5,700.00
<b>+/- Difference</b>					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	13.6112	\$4,471.20
1	1	3	Intervention Specialists	11.6119	\$169,561.00
1	1	3	Medicare	11.6141	\$2,872.22
1	1	3	Work Comp.	11.6413	\$1,208.86
1	1	3	Teacher Retirement	11.6146	\$20,649.71
1	1	4	Other Reading Materials - Teachers	13.6329	\$1,500.00
2	1	1	Project Class	11.6299	\$7,500.00
3	1	3	Supplies	11.6399	\$21,824.00
3	1	4	Parent Involvement	61.6499	\$632.00
3	1	4	Parent Involvement	61.6329	\$2,198.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Transportation	11.6494	\$11,331.00
4	1	1	Student Travel	11.6412	\$3,384.40
4	1	2	Tutorials	11.6116	\$22,361.00
4	1	2	Tutorials - Para Professional	11.6121	\$12,744.20
4	1	2	Tutorials -Medicare	211.11.6141	\$91.22
4	1	2	Tutorials -Workers Comp.	211.11.6143	\$40.20
4	1	2	Tutorials - TRS	211.11.6146	\$630.99
<b>Sub-Total</b>					\$283,000.00
<b>Budgeted Fund Source Amount</b>					\$283,000.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$337,305.00