

# **Brownsville Independent School District**

## **Gonzalez Elementary**

### **2020-2021 Campus Improvement Plan**



# Mission Statement

***Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.***

## Vision

**The mission of Gonzalez Elementary is to assist and guide all of its students in their efforts to develop essential academic skills to strengthen their learning and coping skills for a successful future, so that they may have the ability to think independently and to communicate effectively. Our school must provide instruction at its highest level of quality and must have equity in the educational opportunities and resources for all its students. Our motto is *“Where We Succeed Together”*.**

## Value Statement

**Our school must provide instruction at its highest level of quality and must have equity in the educational opportunities and resources for all its students. Our motto is *“Where We Succeed Together”*.**

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Need Statements	13
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Gonzalez students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).	18
Goal 2: Gonzalez in collaboration with the Board of Trustees, District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)	35
Goal 3: Our campus will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)	37
Goal 4: Our school will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)	40
Goal 5: Gonzalez will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	41
Goal 6: Gonzalez, in collaboration with the Board of Trustees, District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)	48
Goal 7: Our campus teachers will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)	58
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)	68
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)	76
State Compensatory	99
Personnel for Gonzalez Elementary	99
Title I Schoolwide Elements	100
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	100
1.1: Comprehensive Needs Assessment	100
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	100
2.1: Campus Improvement Plan developed with appropriate stakeholders	100
2.2: Regular monitoring and revision	100
2.3: Available to parents and community in an understandable format and language	101
2.4: Opportunities for all children to meet State standards	101
2.5: Increased learning time and well-rounded education	101
2.6: Address needs of all students, particularly at-risk	102
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	102

3.1: Develop and distribute Parent and Family Engagement Policy	102
3.2: Offer flexible number of parent involvement meetings	102
Title I Personnel	103
Site-Based Decision Making Committee	104
Campus Funding Summary	105

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Gonzalez Elementary presently serves approximately 708 students in grades PreK3 to 5<sup>th</sup> through a variety of specialized programs designed to meet the needs of its diverse student population. According to the 2018 - 2019 TAPR report of our campus profile, 99.9% of the student population is Hispanic and 89.1% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 47.6% are classified as English Language Learners and a majority are English/Spanish bilingual.

The mobility rate for the campus is 12.6%. A total of 550 students are identified as at-risk with the highest number of at-risk students being identified under the LEP indicator. Additionally, the retention rate for all students is 5.17%. The Attendance rates for the 2018-2019 school year is 96.2% for all students.

Review of CIP and CNA - April 24, 2020

### Demographics Strengths

#### The strengths noted are :

- Availability of State Compensatory funds for At-Risk students.
- Reports readily available through TangoTrends and Eduphoria
- Strong collaboration between teachers, administration, and home visitor
- Strong collaboration with Curriculum and Instruction Specialists and support system

### Need Statements Identifying Demographics Needs

**Need Statement 1 (Prioritized):** The campus will work on increasing the attendance rate to a 97.5% by the end of May 2021 by having the teachers and the parent liaison monitor the daily attendance and provide the students recognition for their perfect attendance. The campus will increase attendance through student motivational activities and incentives. **Data Analysis/Root Cause:** Based on the 2019 - 2020 attendance rate of 96.85% is still below the 97.5% end of the year goal.

**Need Statement 2 (Prioritized):** The campus will need to maintain the school rating of 'A' and increase the number of 'Masters' percentage in all tested areas and improve STAAR performance rates, increase LEP, At-Risk, Special Ed, and Economically Disadvantaged student scores by monitoring and assessing students with campus and district assessment. Purchase STAAR Materials and Educational Computer Software. **Data Analysis/Root Cause:** 2019 BOY and MOY District Benchmark Scores

**Need Statement 3:** Need to train teachers with various strategies to improve Reading Assessment scores in all subgroups. **Data Analysis/Root Cause:** 2019 BOY and MOY



# Student Learning

## Student Learning Summary

As per the Performance Index Summary from TEA, Gonzalez Elementary received an Accountability Rating of "A" on the 2019 School year along with Six Distinction designations. Gonzalez Elementary also earned a distinction for being in the Top 25 percent Student Progress, Top 25 Percent: ELA/Reading, Math, Science, Closing Performance Gaps and Postsecondary Readiness.

### 3rd - 5th Grade All Students 2019 STAAR Summary:

Reading 93%, Math 91%, Writing 87%, Science 96%

### 3rd-5th Grade All Students 2018 STAAR Summary:

Reading 89%, Math 93%, Writing 84%, Science 90%

### 3rd-5th All Students 2017 STAAR Summary:

Reading 87%, Math 93%, Writing 86%, Science 94%

### Performance variation between all student groups:

#### Data from TEA 2018 System Safeguards- Performance and Participation Data Table

Reading: At Risk (84.95%), Economic Disadvantage (88%), Hispanic(89%), White (-0%), Female (89.57%), Male ( 93.70%),Gifted and Talented ( 100%), Migrant (100%), Special Education (67%), ELL (83%)

Writing: At Risk ( 73.33%), Economic Disadvantage (84%), Hispanic (85%), White (-%), Female (85.7%), Male ( 89.06%), Gifted and Talented (100%), Migrant ( 100), Special Education (70%), ELL ( 78 %)

Math: At Risk (85.17%), Economic Disadvantage (93 %), Hispanic (93%), White ( -%), Female (92.61% ), Male (90.34%), Gifted and Talented (93.31%), Migrant (100), Special Education( 85%), ELL (90 %)

Science: At Risk (91.49 %), Economic Disadvantage ( 91%), Hispanic ( 92%), White ( - %), Female (95.35%), Male (96.67%),Gifted and Talented (100%), Migrant ( 100), Special Education( 63 %), ELL (89%)

The trends identified when all students performance was compared with all student groups indicate that our tested areas in Reading increased from a 89% to an 93%, Math decrease from 93% to a 91%, Writing increased from an 84% to 87%, and Science increased from a 90% to a 96%.

## Student Learning Strengths

Overall scores in the 2019 STAAR Performance include: Reading 94%, Math 91%, Writing 87%, and Science 96%. Students were proficient and had adequate weekly usage of the software purchased by the district, EduSmart, and Prodigy which attributed to their success. This success is also attributed to tutorials, Extended Day, and Saturday Tutorials

along with the teacher weekly monitoring of the students mastery of skills through weekly assessment.

### **Need Statements Identifying Student Learning Needs**

**Need Statement 1 (Prioritized):** The campus will need to maintain the school rating of 'A' and increase the number of 'Masters' percentage in all tested areas and improve STAAR performance rates, increase LEP, At-Risk, Special Ed, and Economically Disadvantaged student scores by monitoring and assessing students with campus and district assessment. Purchase STAAR Materials and Educational Computer Software. **Data Analysis/Root Cause:** 2019 BOY and MOY District Benchmark Scores

**Need Statement 2 (Prioritized):** Need to increase distance learning instruction to target the reading, math, writing, and the science TEKS. **Data Analysis/Root Cause:** Due to Covid-19, the new norm is to teach the students virtually using SeeSaw, Google Classroom, and Google Meets platforms increasing the need for technology use at home and in the classroom.

**Need Statement 3 (Prioritized):** The teachers will be allotted funds to purchase supplemental instructional materials through approved vendors in order to improve class and virtual instruction to supplement the reading, math, writing, and science curriculum. **Data Analysis/Root Cause:** Due to Covid-19 virtual distance instruction, the learning gap is expected to increase.

**Need Statement 4 (Prioritized):** Increase the percentage of LEP and Special Education STAAR Scores by 5% in all the content areas by providing small group instruction, tutorials, Saturday tutorials, and extended day programs. **Data Analysis/Root Cause:** As per the STAAR Performance Data the LEP and Special Education students performed lower than all students.

**Need Statement 5 (Prioritized):** Increase technology knowledge by providing campus training sessions to the staff on usage of Interactive Panels, computer software, Google Meets, SeeSaw, Google classroom pertinent to instruction due to virtual instruction, hybrid instruction, or face-to-face instruction. **Data Analysis/Root Cause:** Due to Covid-19 distance learning there is an increased need of the use of technology.

**Need Statement 6 (Prioritized):** Teachers and administrators are in need of upgraded technology resources such as iPads, Laptops, Chromebooks, Projectors, Tablets, Computers, and instructional software in order to improve student learning for success via virtual instructional and/or hybrid instruction. **Data Analysis/Root Cause:** There is an increase in the need for upgraded technology due to hybrid learning instruction, distance learning instruction, and face-to-face instruction.

**Need Statement 7 (Prioritized):** Teachers and administrators will be granted the opportunity for professional development growth by attending in district and out of town district training sessions in the areas of Reading, Writing, Math, Science, and Technology. **Data Analysis/Root Cause:** Benchmark scores indicate the need to ensure training and supports for implementation.

**Need Statement 8 (Prioritized):** A need to provide professional growth/training to teachers and administrators in order to increase LEP STAAR scores and increase TELPAS scores to 60%. **Data Analysis/Root Cause:** 2019 BOY and MOY District Benchmark Data and TELPAS Report

**Need Statement 9 (Prioritized):** Need to purchase supplemental instructional resources for the teachers in order to improve small group instruction and Tier II and Tier III interventions. **Data Analysis/Root Cause:** The large number of students on a Tier II plan that need to go back to Tier I.

**Need Statement 10 (Prioritized):** A need to print out end of six weeks benchmark tests and results for data analysis. **Data Analysis/Root Cause:** 2019 BOY and MOY District Benchmark Data



# School Processes & Programs

## School Processes & Programs Summary

Gonzalez's certified faculty is comprised as follows: 38 classroom teachers – Pre-Kinder3 to fifth, 4 special education teachers, 1 Dyslexia teacher, 2 physical education teachers, two counselors, a Dean of Instruction, one nurse, one librarian, two Assistant Principals and the Principal. Support certified staff consists of a speech therapist, a speech therapist assistant, a Diagnostician, a physical therapist, an occupational therapist and APE teacher as well as a Special Ed. supervisor. Our paraprofessional classified staff is comprised of 25 employees filling various roles.

All Gonzalez teachers have attained their 30 G/T core hours of training. Faculty and staff constantly receive training in areas such as test taking strategies, new techniques for teaching reading, writing, and math including methods for improving our Bilingual Program.

The curriculum at Gonzalez Elementary parallels the state's mandates and is aligned to the state's TEKS. Students are placed in instructional settings that meet their individual needs: regular, bilingual, G/T classes or a specialized Special Education class. Additional instructional programs designed to supplement the curriculum are as follows: Dyslexia Lab, Resource Lab, and a Content Mastery Lab, along with two computer labs. Curriculum support is further personalized by the Dean of Instruction.

The campus used the Site Based Decision Making committee as well as administration support and input to analyze relevant Curriculum, Instruction and assessment data and to set annual goals. Teachers are provided with instructional resources and professional development opportunities in order to better prepare students for state assessments. In addition, Gonzalez Elementary is working to become a technology rich campus. In doing so, we have identified many needs which include preparing our students to meet new, rigorous curriculum standards.

Some of the sources that provided valuable data in regards to the identification of needs:

- Master Schedule
- School structure
- Leadership
- Decision Making processes
- Supervision Structures

## School Processes & Programs Strengths

### Strengths:

- Teacher Certification; highly qualified teachers
- Staff Mobility; small % turnover on teachers
- Teacher-Student Ratios 22:1
- All of our teachers are G.T. certified
- Grade level meetings and professional development training with Dean and principal consistently held weekly
- Core Areas share a common scope and sequence.
- Tablets are provided for all 5th grade classes and iPads for 2nd grade.
- Ipads (one COW) was provided for Pk-1st grade to share along with attending computer classes once weekly
- PreK3 and PreK4 classes are provided with Hatch Computers to enhance student learning.

- Supplemental resources are available to our teachers to improve small group instruction
- Provided all 3rd-5th grade teachers with Ipads in order to meet the STAAR rigor and improve instruction, while helping our At Risk students be more successful.
- Master Schedule - teacher- administrative input
- Schedule for Student Support Services-We have extended day services for students to enhance their academics.
- Leadership-Grade level lead teachers and administrators share campus leadership
- Support Structure-The Principal, Asst. Principals, and the Dean of Instruction and grade level lead teachers work closely with each grade level to align curriculum and assessments.
- Departmentalized grade levels (3rd – 5<sup>th</sup> )
- Admin. Consistently monitor instruction by visiting classrooms

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

**Need Statement 1 (Prioritized):** Teachers and administrators are in need of upgraded technology resources such as iPads, Laptops, Chromebooks, Projectors, Tablets, Computers, and instructional software in order to improve student learning for success via virtual instructional and/or hybrid instruction. **Data Analysis/Root Cause:** There is an increase in the need for upgraded technology due to hybrid learning instruction, distance learning instruction, and face-to-face instruction.

**Need Statement 2 (Prioritized):** Need to provide professional development for ELAR/Writing Strategies, as well as Math training sessions in order to help our At-risk students be more successful in their state assessments. Training sessions such as RGVTM , Sharon Wells and the use of cooperative learning strategies, differentiated instruction, RTI strategies, and intervention strategies. **Data Analysis/Root Cause:** Gaps seen between All students and the at-risk sub-populations..

**Need Statement 3 (Prioritized):** Increase technology knowledge by providing campus training sessions to the staff on usage of Interactive Panels, computer software, Google Meets, SeeSaw, Google classroom pertinent to instruction due to virtual instruction, hybrid instruction, or face-to-face instruction. **Data Analysis/Root Cause:** Due to Covid-19 distance learning there is an increased need of the use of technology.

**Need Statement 4 (Prioritized):** The teachers will be allotted funds to purchase supplemental instructional materials through approved vendors in order to improve class and virtual instruction to supplement the reading, math, writing, and science curriculum. **Data Analysis/Root Cause:** Due to Covid-19 virtual distance instruction, the learning gap is expected to increase.

**Need Statement 5 (Prioritized):** Need to purchase supplemental instructional resources for the teachers in order to improve small group instruction and Tier II and Tier III interventions. **Data Analysis/Root Cause:** The large number of students on a Tier II plan that need to go back to Tier I.

# Perceptions

## Perceptions Summary

Our Parent Center, staffed by volunteers along with a full time aide, complements our instructional program by constructing teaching aides and materials. Our parents have a monthly calendar disseminated filled with a vast variety of activities including sewing classes, arts and crafts classes, CATCH Program, Nutrition classes, and weekly parent meetings with presenters from main office as well as campus personnel. The parents and staff are well informed of state assessment changes and updates and literacy initiatives. Parents work well with the home visitor and parent liaison to assist in campus events and feel welcomed by the staff and administrators. Our campus has a full time music teacher and an art teacher. All students participate in the music and art program. To promote technology a group of 4th and 5th grade students participated in the Coding Club, STEM, UIL, Spelling Bee, Stock Market and Destination Imagination.

The campus used the Site Based Decision Making Committee as well as administration support and input to analyze relevant Family and Community Involvement data and to set annual goals. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year. A parental involvement survey was passed out and the answers were analyzed to determine campus needs for the school year. Gonzalez Elementary strives to bridge the school with the home by maintaining a flow of constant communication with parents that is relevant to student academic achievement and to student social development. It is through this school-parent partnership initiative that maximum student success is achieved.

## Perceptions Strengths

### School Culture and Climate Strength

1. Feedback from teachers and parents
2. Parent Conferences with teachers and administration
3. Parent Liaison/Home visitor encourage parental involvement through meetings. Active participation in health and fitness, Fitness Gram, Annual Fun Meet and CATCH Committees.
4. Active participation in extra-curricular activities.
5. Weekly Educational Presentations for all parents.
6. Full time Home visitor that serves as a liaison between parents, community and school.
7. Community Service Agencies and Support Service
8. Weekly parent involvement, arts and crafts, nutritional classes, and educational trainings
9. Parent feedback-parent surveys.

## **Need Statements Identifying Perceptions Needs**

**Need Statement 1 (Prioritized):** The need to maintain or increase parental involvement through the use of flyers and Facebook invites to weekly meetings, virtual meetings, and/or face-to-face meetings. **Data Analysis/Root Cause:** The parent survey shows a need to increase the number of parents attending Parental Engagement meetings.

**Need Statement 2 (Prioritized):** All migrant students have a need to receive grade appropriate school supplies, and/or clothing, and/or hygiene products in order to provide them with the necessary tools to complete their homework and classroom assignments;thus extending them the same opportunities for meeting the academic challenges of all students.

**Data Analysis/Root Cause:** Performance data shows that the economically disadvantaged students' scores need to be maintained or increased in comparison to all students.

**Need Statement 3 (Prioritized):** Need to increase the participation of all students in the district U.I.L. Competitionn. **Data Analysis/Root Cause:** Non GT students are not as likely to want to participate in the U.I.L. activities.

**Need Statement 4 (Prioritized):** Need to make home visits to improve the attendance rates. **Data Analysis/Root Cause:** The attendance goal is below 97.6%

# Priority Need Statements

**Need Statement 1:** The campus will work on increasing the attendance rate to a 97.5% by the end of May 2021 by having the teachers and the parent liaison monitor the daily attendance and provide the students recognition for their perfect attendance. The campus will increase attendance through student motivational activities and incentives.

**Data Analysis/Root Cause 1:** Based on the 2019 - 2020 attendance rate of 96.85% is still below the 97.5% end of the year goal.

**Need Statement 1 Areas:** Demographics

**Need Statement 2:** Need to increase distance learning instruction to target the reading, math, writing, and the science TEKS.

**Data Analysis/Root Cause 2:** Due to Covid-19, the new norm is to teach the students virtually using SeeSaw, Google Classroom, and Google Meets platforms increasing the need for technology use at home and in the classroom.

**Need Statement 2 Areas:** Student Learning

**Need Statement 3:** Increase technology knowledge by providing campus training sessions to the staff on usage of Interactive Panels, computer software, Google Meets, SeeSaw, Google classroom pertinent to instruction due to virtual instruction, hybrid instruction, or face-to-face instruction.

**Data Analysis/Root Cause 3:** Due to Covid-19 distance learning there is an increased need of the use of technology.

**Need Statement 3 Areas:** Student Learning - School Processes & Programs

**Need Statement 4:** Teachers and administrators are in need of upgraded technology resources such as iPads, Laptops, Chromebooks, Projectors, Tablets, Computers, and instructional software in order to improve student learning for success via virtual instructional and/or hybrid instruction.

**Data Analysis/Root Cause 4:** There is an increase in the need for upgraded technology due to hybrid learning instruction, distance learning instruction, and face-to-face instruction.

**Need Statement 4 Areas:** Student Learning - School Processes & Programs

**Need Statement 5:** Need to purchase supplemental instructional resources for the teachers in order to improve small group instruction and Tier II and Tier III interventions.

**Data Analysis/Root Cause 5:** The large number of students on a Tier II plan that need to go back to Tier I.

**Need Statement 5 Areas:** Student Learning - School Processes & Programs

**Need Statement 6:** A need to print out end of six weeks benchmark tests and results for data analysis.

**Data Analysis/Root Cause 6:** 2019 BOY and MOY District Benchmark Data

**Need Statement 6 Areas:** Student Learning

**Need Statement 7:** The campus will need to maintain the school rating of 'A' and increase the number of 'Masters' percentage in all tested areas and improve STAAR performance rates, increase LEP, At-Risk, Special Ed, and Economically Disadvantaged student scores by monitoring and assessing students with campus and district assessment.

Purchase STAAR Materials and Educational Computer Software.

**Data Analysis/Root Cause 7:** 2019 BOY and MOY District Benchmark Scores

**Need Statement 7 Areas:** Demographics - Student Learning

**Need Statement 8:** The teachers will be allotted funds to purchase supplemental instructional materials through approved vendors in order to improve class and virtual instruction to supplement the reading, math, writing, and science curriculum.

**Data Analysis/Root Cause 8:** Due to Covid-19 virtual distance instruction, the learning gap is expected to increase.

**Need Statement 8 Areas:** Student Learning - School Processes & Programs

**Need Statement 9:** Increase the percentage of LEP and Special Education STAAR Scores by 5% in all the content areas by providing small group instruction, tutorials, Saturday tutorials, and extended day programs.

**Data Analysis/Root Cause 9:** As per the STAAR Performance Data the LEP and Special Education students performed lower than all students.

**Need Statement 9 Areas:** Student Learning

**Need Statement 10:** Teachers and administrators will be granted the opportunity for professional development growth by attending in district and out of town district training sessions in the areas of Reading, Writing, Math, Science, and Technology.

**Data Analysis/Root Cause 10:** Benchmark scores indicate the need to ensure training and supports for implementation.

**Need Statement 10 Areas:** Student Learning

**Need Statement 11:** Need to provide professional development for ELAR/Writing Strategies, as well as Math training sessions in order to help our At-risk students be more successful in their state assessments. Training sessions such as RGVTM , Sharon Wells and the use of cooperative learning strategies, differentiated instruction, RTI strategies, and intervention strategies.

**Data Analysis/Root Cause 11:** Gaps seen between All students and the at-risk sub-populations..

**Need Statement 11 Areas:** School Processes & Programs

**Need Statement 12:** The need to maintain or increase parental involvement through the use of flyers and Facebook invites to weekly meetings, virtual meetings, and/or face-to-face meetings.

**Data Analysis/Root Cause 12:** The parent survey shows a need to increase the number of parents attending Parental Engagement meetings.

**Need Statement 12 Areas:** Perceptions

**Need Statement 13:** All migrant students have a need to receive grade appropriate school supplies, and/or clothing, and/or hygiene products in order to provide them with the necessary tools to complete their homework and classroom assignments;thus extending them the same opportunities for meeting the academic challenges of all students.

**Data Analysis/Root Cause 13:** Performance data shows that the economically disadvantaged students' scores need to be maintained or increased in comparison to all students.

**Need Statement 13 Areas:** Perceptions

**Need Statement 14:** Need to increase the participation of all students in the district U.I.L. Competitionn.

**Data Analysis/Root Cause 14:** Non GT students are not as likely to want to participate in the U.I.L. activities.

**Need Statement 14 Areas:** Perceptions

**Need Statement 15:** A need to provide professional growth/training to teachers and administrators in order to increase LEP STAAR scores and increase TELPAS scores to 60%.

**Data Analysis/Root Cause 15:** 2019 BOY and MOY District Benchmark Data and TELPAS Report

**Need Statement 15 Areas:** Student Learning

**Need Statement 16:** Need to make home visits to improve the attendance rates.

**Data Analysis/Root Cause 16:** The attendance goal is below 97.6%

**Need Statement 16 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- 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
- T-PESS 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
- Budgets/entitlements and expenditures data

# Goals




**Revised/Approved: November 4, 2020**




**Goal 1:** Gonzalez students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).




**Performance Objective 1:** Gonzalez student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.




**Evaluation Data Sources:** STAAR/EOC performance reports - STAAR Performance reports are not available due to Covid-19.




**Summative Evaluation:** Significant progress made toward meeting Objective




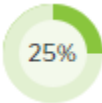


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students opportunities to increase fluency to independently read high interest books and magazines in order to gain an appreciation for literature through the use of the following:</p> <p>Accelerated Reader Reading Log Read Aloud STARFALL software Dot Day - September Character Parade - October Spooktacular Read -October Literacy Night - November International Literacy Week Fiesta Cafe- February Read Across America- March Week of the Young Child 12 Days of December Chilling with Books - January</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Accelerated Reading Reports Reading Logs TPRI/TEJAS Lee CPALLS LION testing for at-risk</p> <p>Summative: TERANOVA/SUPERA TELPAS/AMAOS PBMAS Benchmarks C-PALLS STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Bilingual PreK-5 Teachers</p> <p><b>Population:</b> PK3-5th Grade TI MI LEP SE AR G.T. DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement interventions through the 3 tier RTI model in order to support student academic growth and success in the areas of Reading/ Writing/ Math &amp; Science.</p> <p>Purchase of supplemental instructional resources such as:</p> <ul style="list-style-type: none"> <li>-STAAR Coach</li> <li>-Mentoring Minds "Think Up"</li> <li>-Motivation Reading</li> <li>-Student Planners</li> <li>-Language Enrichment</li> <li>-Reading Readiness</li> <li>-TXGrade (StemScopes)</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Classroom observations</p> <p>Pre/Post Tests</p> <p>Texas Primary Reading Inventory (TPRI) and TEJAS Lee</p> <p>C-PALLS</p> <p>LION</p> <p>Progress Monitoring</p> <p>Benchmark Results</p> <p>Student Planners</p> <p>Summative:</p> <p>STAAR</p> <p>TERANOVA/ SUPERA</p> <p>Texas English Language Proficiency Assessment System (TELPAS)</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p>Dys. &amp; Sp.Ed. Teachers, Reg. Ed. Teachers</p> <p>Campus RTI Coord.</p> <p>Campus 504 Coord</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Student Learning 10</p> <p><b>Funding Sources:</b> Ink - 162 State Compensatory - 162-11-6399-12-130-y-30-000-y - \$2,000, Instructional resources-STAAR cooach, mentoring minds - 162 State Compensatory - 162-11-6399-00-130-Y-30-000-Y - \$15,000, Instructional Resources - 211 Title I-A - 211-11-6399-00-130-Y-30-of2-Y - \$18,240, Instructional Resources - 199 Local funds - 199-11-6399-00-130-y-99-00-y - \$6,486, Custodial Supplies - 199 Local funds - 199-51-6315-00-130-y-99-000-y - \$14,176</p>	Formative			Summative
	Oct	Jan	Mar	June
				











Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will take Progress Monitoring Assessments/ End of Six Weeks Checkpoint Assessments and the Fall and Spring Tests provided by the district/campus to monitor student performance in Preparation of the State Mandated Tests (STAAR) and to help teachers determine instructional targets in the areas of: Reading/Writing/Math/Science.</p> <p>Daily Journal writing Weekly writing samples turned in to the principal Class writing samples turned in to the Dean every 6 weeks Composition Writing Daily Proofreading Activities Duplicating of Benchmarks Eduphoria-AWARE Program TANGO Trends District-Campus Benchmarks</p> <p>Additional instructional resources will be purchased &amp; implemented in the class including the purchase of supplies.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmark testing TPRI/ Tejas Lee Student Assessments Classroom obs. Lesson plans Data meetinigs</p> <p>Etazo</p> <p>Summative: STAAR scores TELPAS TERANOVA/SUPERA</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Lead Teachers ARE dept. C &amp; I dept. specialist</p> <p><b>Population:</b> PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Student Learning 3 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Funds for paper - 211 Title I-A - 211-11-6396-00-130-y-30-OF2-Y, Funds for paper - 162 State Compensatory - 162-11-6396-00-130-y-30-000-y - \$3,000, Funds for paper - 163 State Bilingual - 163-11-6396-00-130-y-25-000-y, Funds for paper - 199 Local funds - 199-11-639-00-130-y-25-000-y - \$2,000, Instructional Resources - 166 State Special Ed. - 166-11-6399-00-130-y-23-094-y - \$3,560</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 75%	 85%	

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers, counselors, nurse, office will be allotted funds to purchase instructional materials through district approved vendors in order to improve class instruction and supplement the reading, writing, math &amp; science curriculum.</p> <p>Grade level lead teachers and administration will be provided with ink cartridge and printer toners annually for their printers in order to provide teachers with pertinent information.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Benchmark testing  TPRI/ Tejas Lee  Reading Fluency</p> <p>Summative:  Teacher Observation  TELPAS  TERANOVA/ SUPERA</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Dean of Instruction  Asst. Principal  Lead Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>Population:</b> Teachers PK3-5th Grade - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Student Learning 3, 9 - School Processes &amp; Programs 4, 5</p> <p><b>Funding Sources:</b> (211 Funds) for Ink &amp; instructional teacher resources - 211 Title I-A - 211-11-6399-00-130-Y-of2-Y, Instructional teacher resources - 163 State Bilingual - 163-11-6399-00-130-y-25-000-y - \$5,000, Instructional Materials - 263 Title III-A Bilingual - 263-11-6399-00-130-Y-25-000-Y - \$9,016, General supplies - 199 Local funds - 199-31-6399-00-130-Y-99-000-Y - \$1,300, Pre-K3 and Pre-K4 Printer Toners for copies of CPALLS reports and activities - 199 Local funds - 199-13-6399-65-130-Y-99-4yr-y - \$2,000, CPALLS Reorts for Pre-K3 and PreK-4 - 199 Local funds - 199-13-6396-00-130-Y-99-4yr-y, Instructional Resoucrs - 199 Local funds - 199-11-6494-00-130-u-11-000-y - \$4,000, General Supplies - 211 Title I-A - 211-31-6399-00-130-y-30-0f2-y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Build a foundation of reading and math 1) Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. Ellevation, AWARE, Eduphoria Language Enrichment, Sharon Wells Tango, Pearson Math and Reading Inclusion, Dyslexia Lab Cognitive Routines/Strategies -Science materials -Science composition notebook -Science Center -Living with Science software & Lab -EduSmart  <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Teacher made Tests Walk-through observations Lesson plans Daily schedules  SUMMATIVE: Science STAAR scores will increase to 90%. <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Lead Teacher Reading Specialists  <b>Population:</b> K-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021 <b>Need Statements:</b> Student Learning 2, 3, 6 - School Processes & Programs 1, 4 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-23-6399-00-130-y-30-0f2-y - \$6,500, software for computer educational programs - - 162 State Compensatory - 162-11-6649-62-130-Y-30-000-Y, Resources needed for DEAN - 211 Title I-A - 211-23-6399-00-130-y-30-0f2-y - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
	 30%	 65%	 85%	

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students will participate in campus science fair, and District science fair to learn and apply the skills of scientific investigation and reasoning.</p> <p>Teachers will attend RGVSA Conference to better prepare students to excel in Science TEKS and state assessments. Maintenance Training for classroom teachers to address use of:</p> <p>Notebooks, word walls, graphic organizers, voc. development and Questioning techniques for STAAR preparation.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Campus Science Fair outcomes &amp; student participation</p> <p>SUMMATIVE: District Science Fair results &amp; participation outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p>Third-fifth grade teachers</p> <p>Science Specialists</p> <p><b>Population:</b> 3rd-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Student Learning 7 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Conferences - 211 Title I-A - 211-13-66411-23-130-y-30-ayp-y - \$5,000, Conferences for Administration - 211 Title I-A - 211-23-6411-23-130-y-30-AYP-y - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will have students enter daily science, reading and math topics into their interactive notebooks/journals in order to summarize daily &amp; weekly concepts.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: PMA /Benchmark Scores Student Performance Teacher Observation</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p>Third-fifth grade teachers</p> <p>C &amp; I Specialists</p> <p><b>Population:</b> 3rd-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Implement and display word walls to enhance students literary content and vocabulary development in reading, math, social studies, and science, as well as establish a science based library with resources to improve literacy. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs TERANOVA, SUPERA, TELPAS  SUMMATIVE: Science STAAR scores will increase to 90%. <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Lead Teacher Curriculum Specialists <b>Population:</b> PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Implementation of Constitution Day Activities campus wide initiative will promote citizenship and meet the needs of the students and ensure their success.  Students will be able to recite Preamble to the Constitution; practice through morning announcements. <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE/ SUMMATIVE  Students recite Preamble to the Constitution daily & implement Constitution Day Activities in class <b>Staff Responsible for Monitoring:</b> Dean of Instruction  Administrators  Lead Teachers  SS Curriculum Specialist <b>Population:</b> PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Need Statements:

### Student Learning

**Need Statement 2:** Need to increase distance learning instruction to target the reading, math, writing, and the science TEKS. **Data Analysis/Root Cause:** Due to Covid-19, the new norm is to teach the students virtually using SeeSaw, Google Classroom, and Google Meets platforms increasing the need for technology use at home and in the classroom.

**Need Statement 3:** The teachers will be allotted funds to purchase supplemental instructional materials through approved vendors in order to improve class and virtual instruction to supplement the reading, math, writing, and science curriculum. **Data Analysis/Root Cause:** Due to Covid-19 virtual distance instruction, the learning gap is expected to increase.

**Need Statement 6:** Teachers and administrators are in need of upgraded technology resources such as iPads, Laptops, Chromebooks, Projectors, Tablets, Computers, and instructional software in order to improve student learning for success via virtual instructional and/or hybrid instruction. **Data Analysis/Root Cause:** There is an increase in the need for upgraded technology due to hybrid learning instruction, distance learning instruction, and face-to-face instruction.

**Need Statement 7:** Teachers and administrators will be granted the opportunity for professional development growth by attending in district and out of town district training sessions in the areas of Reading, Writing, Math, Science, and Technology. **Data Analysis/Root Cause:** Benchmark scores indicate the need to ensure training and supports for implementation.

**Need Statement 9:** Need to purchase supplemental instructional resources for the teachers in order to improve small group instruction and Tier II and Tier III interventions. **Data Analysis/Root Cause:** The large number of students on a Tier II plan that need to go back to Tier I.

**Need Statement 10:** A need to print out end of six weeks benchmark tests and results for data analysis. **Data Analysis/Root Cause:** 2019 BOY and MOY District Benchmark Data

### School Processes & Programs

**Need Statement 1:** Teachers and administrators are in need of upgraded technology resources such as iPads, Laptops, Chromebooks, Projectors, Tablets, Computers, and instructional software in order to improve student learning for success via virtual instructional and/or hybrid instruction. **Data Analysis/Root Cause:** There is an increase in the need for upgraded technology due to hybrid learning instruction, distance learning instruction, and face-to-face instruction.

**Need Statement 2:** Need to provide professional development for ELAR/Writing Strategies, as well as Math training sessions in order to help our At-risk students be more successful in their state assessments. Training sessions such as RGVTM , Sharon Wells and the use of cooperative learning strategies, differentiated instruction, RTI strategies, and intervention strategies. **Data Analysis/Root Cause:** Gaps seen between All students and the at-risk sub-populations..

**Need Statement 4:** The teachers will be allotted funds to purchase supplemental instructional materials through approved vendors in order to improve class and virtual instruction to supplement the reading, math, writing, and science curriculum. **Data Analysis/Root Cause:** Due to Covid-19 virtual distance instruction, the learning gap is expected to increase.








**Need Statement 5:** Need to purchase supplemental instructional resources for the teachers in order to improve small group instruction and Tier II and Tier III interventions. **Data Analysis/Root Cause:** The large number of students on a Tier II plan that need to go back to Tier I.

**Goal 1:** Gonzalez students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 2:** Gonzalez early childhood performance will increase by 5 percentage points over end-of-year 2019 results.




### HB3 Goal




**Evaluation Data Sources:** C-PALLS Reports, Report Cards




Strategy 1 Details		Reviews			
<b>Strategy 1:</b> PreK-3 and PreK-4 Teachers will receive curriculum updates at the district level every 6 weeks. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Classroom observations  Summative: OWL Report EOY CPALLS results <b>Staff Responsible for Monitoring:</b> Dean of Instruction Administrators Lead Teacher Early Childhood Specialists <b>Population:</b> PreK-3 & PreK-4 - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					








**Goal 1:** Gonzalez students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 3:** 80% of migrant students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PFS students will receive supplemental support services before other migrant students to ensure that the requirements delineated by ESSA are addressed.</p> <p>Resources to be used for the PFS Migrant students include the NGS PFS report.</p> <p>POPULATION: PFS Migrant Students TIMELINE: Aug. 2019-May 2020</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool</p> <p><b>Staff Responsible for Monitoring:</b> Federal Program Administrator Campus Administrators Campus Clerks</p> <p><b>Population:</b> PFS Migrant Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				




Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Tutorials will be made available to 3rd - 5th grade migrants students including PFS students. PFS students will be identified through the Migrant Office and Data Entry Office. All migrant and PFS will attend Extended Day in order to provide them with the necessary tools to complete their homework assignments thus providing them the same opportunity to meeting the academic challenges of all students.</p> <p>Materials: Mentoring Minds "Think Up" Dictionaries</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form with student NGS Number and Parent and Student signatures</p> <p>Master schedule for Tutorials Benchmark results Teacher lesson plans Tutorial Attendance sheets</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Administrator Campus Administrators Tutorial teacher(s) Principal Dean</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> Migrant Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Funding Sources:</b> supplemental pay for teachers - 211 Title I-A - 212-11-6118-00-130-Y-24-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> In order to secure the data needed to Accommodate placement into Appropriate Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>The teacher will provide extended day services as needed.</p> <p>Additional Resources to be considered: CPALLS Results TPRI Results Tejas LEE Results TERANOVA/SUPERA</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: C PALLS , TPRI, Tejas LEE TERANOVA/SUPERA Post Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Federal Program Administrator Campus Principals Elementary Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> Migrant Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

















Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Elementary migrant students will have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program.</p> <p>Resources needed include: Project SMART Summer Program All Non-Migrant Summer School Programs NGS Currently Enrolled Report</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Administrator Campus Principals Homeroom Teachers</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Gonzalez students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 participation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for all students to participate in curricular courses as well as extracurricular activities in order to develop language usage and improve proficiency.  UIL Spelling Bee Destination Imagination STEM  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmark testing schedules and results  Summative: STAAR, TERANOVA/ SUPERA, TELPAS, PBMAS, AMAOS, SELP, C-PALLS  <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction DI managers Librarian UIL Campus Coordinator Spelling Bee Coordinator  <b>Title I Schoolwide Elements:</b> 2.4 - <b>Population:</b> PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021 <b>Need Statements:</b> Perceptions 3 <b>Funding Sources:</b> Funds for G.T. destination imagination - 199 G/T Advanced Academics - 199-11-6399-00-130-y-21-000-Y - \$1,472	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Elementary students will compete in UIL Music Memory as a means of developing aural listening skills. <b>Milestone's/Strategy's Expected Results/Impact:</b> F: Lesson plans S: Performance ratings <b>Staff Responsible for Monitoring:</b> UIL Coordinator and elementary teachers <b>Population:</b> 3rd - 5th - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Elementary students will participate in the Celebration of Song ; Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences. <b>Milestone's/Strategy's Expected Results/Impact:</b> F: Lesson plans S: Audience/student reaction <b>Staff Responsible for Monitoring:</b> Supervisor of Choral Music and elementary music teachers <b>Population:</b> MI LEP SE AR G.T. DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Elementary visual arts students will participate in BISD district art Competition; exhibition to promote professional growth. <b>Milestone's/Strategy's Expected Results/Impact:</b> F: Lesson plans S: Performance ratings <b>Staff Responsible for Monitoring:</b> Supervisor of Visual Arts and elementary visual art instructors <b>Population:</b> MI LEP SE AR G.T. DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The district will provide all fine arts instructors professional development opportunities that will ensure student success. <b>Milestone's/Strategy's Expected Results/Impact:</b> F: Needs assessment S: Evaluations <b>Staff Responsible for Monitoring:</b> Principal Dean Department of Fine Arts <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Need Statements:




Perceptions
<b>Need Statement 3:</b> Need to increase the participation of all students in the district U.I.L. Competitionn. <b>Data Analysis/Root Cause:</b> Non GT students are not as likely to want to participate in the U.I.L. activities.








**Goal 2:** Gonzalez in collaboration with the Board of Trustees, District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

**Performance Objective 1:** Gonzalez will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

**Evaluation Data Sources:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will promote energy savings activities to support the implementation of the district's energy savings plan.  <b>Milestone's/Strategy's Expected Results/Impact:</b> The implementation of the district energy savings plan will decrease the energy usage compared to prior years.  FORMATIVE: Monthly comparison of energy usage  SUMMATIVE: Annual comparison of energy usage <b>Staff Responsible for Monitoring:</b> Campus Administration Custodians SBDM District Administration <b>Population:</b> PreK3 - 5th grade teachers, Special Assignment teachers, Special Ed teachers, P.E. Staff - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				








Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the campus. <b>Milestone's/Strategy's Expected Results/Impact:</b> Prioritization of the renovation plan will be based on the results of a campus survey.  FORMATIVE: Survey   SUMMATIVE: Evaluatin/analysis of survey data <b>Staff Responsible for Monitoring:</b> District Administration School Administration Custodians Teachers Staff <b>Population:</b> Campus faculty, staff, and administrator - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Our campus will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 1:** Gonzalez will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

**Evaluation Data Sources:** Fiscal reports for district, internal and external audit reports and FIRST ratings.








**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will effectively and efficiently use 100% of available budgeted funds for programs based on the needs assessment. <b>Milestone's/Strategy's Expected Results/Impact:</b> Funding reports will indicate all funds were expended based on prioritized needs.  Formative: monthly expenditure reports compared to CIP Summative: end of year expenditure reports. <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration SBDM <b>Population:</b> Pre-K 3 - 5th grade , Special Assignment Teachers, Support Staff, Administrators - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Our campus will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 2:** Our campus will commit to a balanced budget which includes improved compensation for 100% of teachers.








**Evaluation Data Sources:** Compensation plan including improved funding for teachers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Federal Programs will continue to fund highly qualified teachers for the purpose of reducing class size in order to increase the performance of all students (one fifth grade teacher).  FTE for class size reduction teacher (255 fund) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: District & Campus Benchmark Scores, Teacher Observations, Student Progress Reports  Summative: EOY Student Passing Rates EOY Assessment Scores <b>Staff Responsible for Monitoring:</b> Special Programs administrator Federal Programs Admin. Principals <b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> TII-A teacher in 5th Grade - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Our campus will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 3:** Gonzalez will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Sources:** Campus needs assessment surveys, district/campus climate surveys











Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers and staff will participate in teacher appreciation activities and receive teacher tokens of appreciation. <b>Milestone's/Strategy's Expected Results/Impact:</b> The teacher appreciation calendar will be reviewed monthly for completed activities.  Formative: Monthly Review of calendar  Summative: EOY Review of Calendar <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Parent Liaison <b>Population:</b> PreK3 - 5th grade teachers, Special Assignment, Special Ed, P.E. teachers, and counselors, paraprofessionals - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Our school will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 1:** Gonzalez will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events

**Evaluation Data Sources:** Media records with Public Information Office, enrollment data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will promote the campus accomplishments through the website on a weekly basis. <b>Milestone's/Strategy's Expected Results/Impact:</b> Weekly news and events will be featured on the campus website.  FORMATIVE: Monthly review website for information of articles and showcases  SUMMATIVE: Website review at EOY <b>Staff Responsible for Monitoring:</b> Parent Liaison Counselors Campus Administration District Administration <b>Population:</b> Campus faculty and staff, administrators - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will designate a Public Information Office (PIO) contact to provide featured articles, current and prior students/parents/staff recognitions, extra curricular activities, and parent/community events. <b>Milestone's/Strategy's Expected Results/Impact:</b> Showcase current accomplishments of faculty, staff, students, and major events.  FORMATIVE: Submission of information for articles and showcases  SUMMATIVE: Annual compilation of articles and presentation/showcases <b>Staff Responsible for Monitoring:</b> Parent Liaison Counselors Campus Administration <b>Population:</b> Campus faculty and staff, and administrators - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				












**Goal 5:** Gonzalez will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)




**Performance Objective 1:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.




**Evaluation Data Sources:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.







**Summative Evaluation:** Met Objective








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC, District Web site, and campus presentations to ensure all students are afforded due process and their rights. <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Signed SCC Acknowledgement Forms Agendas and Sign-in forms  SUMMATIVE: Composite of end of year documentation <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Campus staff Public Information Parental Involvement <b>Population:</b> Parents, Staff, and Community - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy. <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Completed Referral Forms  SUMMATIVE: Composite of end of year documentation <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals <b>Population:</b> Campus faculty and staff, and administrators - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide training for administrators and new teachers: (a) to effectively utilize RtI modules (Success Ed) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.  <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Agenda Sign-in sheets  SUMMATIVE: Session Evaluations <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Counselors RTI Specialist <b>Population:</b> Administrators, Teachers - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions Allow staff to recognize and address the issue, as a preventive measure. <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE:  Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports  SUMMATIVE: Session Evaluations <b>Staff Responsible for Monitoring:</b> Administrators, Principals, APs, Counselors, Professional Development, Behavioral Specialists RtI Specialist BISD PD <b>Population:</b> Administrators, Campus Staff & Faculty - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Parent Presentations will be made periodically at campuses Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy  EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Evaluations, Sign-In Sheets, SUMMATIVE:  Composite of end of year documentation PEIMS Discipline <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Counselors Parental Involvement <b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Administrators, Campus Staff & Faculty, Guidance & Counseling Administration, Students and Parents - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				








Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals in the areas of : Gang Awareness Bullying/ Harassment Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE:  Student academic progress number of discipline referrals  SUMMATIVE: Counselor student log <b>Staff Responsible for Monitoring:</b> Administrator for Guidance & Counseling Campus Admin. Campus Counselors <b>Population:</b> Administrators, Faculty, and Staff - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential <b>Milestone's/Strategy's Expected Results/Impact:</b> Weekly review of Campus attendance rates Monitor campus Attendance  Management plans as needed by campus  visitations by attendance office <b>Staff Responsible for Monitoring:</b> Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk <b>Population:</b> All students Pk3-5th including TI MI LEP SE AR DYS GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2019 through 2020 number of days students were absent due to OSS.</p> <p>To increase campus student attendance rates and improve student instructional levels.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS</p> <p><b>Staff Responsible for Monitoring:</b> Principal PEIMS Supervisor Attendance Clerk Computer Services Pupil Services</p> <p><b>Population:</b> All students Pk3-5th including TI MI LEP SE AR DYS GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Gonzalez will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 2:** Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

**Evaluation Data Sources:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will develop and maintain an Emergency Operations Plan.</p> <p>Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee.</p> <p>The following drills must be practiced accordingly: Lock down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation.</p> <p>In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE:</p> <p>Action Reviews, Sign-In Sheets, Evaluations, Audits</p> <p>SUMMATIVE:</p> <p>Composite of end of year documentation EOP documentation</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal BISD Police &amp; Security</p> <p><b>Population:</b> PK3 - 5th grade TI MI LEP SE AR GT DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** Gonzalez, in collaboration with the Board of Trustees, District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)










**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.




**Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates




**Summative Evaluation:** Met Objective




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will hold weekly Parent Meetings during flexible days and times to discuss parental issues, lock-down and safety procedures, CIP, SBDM, and to encourage parent volunteers. Snacks and beverages will be served. Supplies will also be made available to the parents.</p> <p>Nuestra coordinadora de Padres llevara a cabo reuniones semanales con los padres para discutir temas de los padres, los procedimientos de cierre y seguridad, el CIP, el SBDM y para alentar a los padres voluntarios. Se servirán aperitivos y bebidas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: District and Campus Parental Involvement Policy</p> <p>Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist</p> <p><b>Staff Responsible for Monitoring:</b> Principals Parent Liaisons Asst. Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> Parents/Padres - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> food and refreshments - 199 Local funds - 199-61-6499-53-130-y-99-000-Y, Supplies - 211 Title I-A - 211-61-6399-00-130-y-30-0f2-y - \$900, Technology - 211 Title I-A - 211-61-6499-53-130-y-30-0f2-y - \$900, Employee Travel - 211 Title I-A - 211-61-6411-00-130-y-30-0f2-y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
				

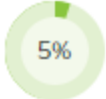



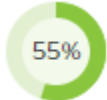






Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Complete and disseminate a Parental Involvement Policy during flexible meeting days and times so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.  Completar y distribuir una Poliza de participacion de los padres para delinear como los padres participaran activamente a nivel del distrito / campus con la intencion de aumentar la participacion. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: District and Campus Parental Involvement Policy Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist <b>Staff Responsible for Monitoring:</b> Principal Parent Liaisons <b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> School, Parents, Students Escuela, Padres, Estudiantes - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Disseminate School-Parent-Student Compacts indicating each group responsibilities to ensure student achievement.  Diseminar los Pactos Escuela-Padre-Estudiante indicando las responsabilidades de cada grupo para asegurar el logro estudiantil. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: School-Parent- Student Compacts  Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist <b>Staff Responsible for Monitoring:</b> Principal Dean Parent Liaisons <b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Parents and Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Conduct flexible meeting dates and times for the Annual Title I Meeting to inform parents of services provided through Title I funds. Llevar a cabo una reunion anual de Titulo I durante dias y horarios de reunion flexibles para informar a los padres de los servicios que se brindan a traves de los fondos del Titulo I. <b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Parents/Padres - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021		Formative			Summative
		Oct	Jan	Mar	June
					




Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Llevar a cabo una encuesta anual para padres de TAtulo I para evaluar la eficacia de los esfuerzos de participaciA3n de los padres en el Distrito y / Escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Survey Results</p> <p>Summative: Composite of survey results</p> <p>Title I-A Parental Involvement Compliance Checklist</p> <p><b>Staff Responsible for Monitoring:</b> Principals Parent Liaison Dean</p> <p><b>Population:</b> Parents/Padres - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				









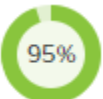
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa:</p> <p>Parental Involvement Policy-Poliza de Involucramiento de Padres  School-Parent-Student Compact/Convenio de Escuela-Padres- Estudiantes  Campus Improvement Plan</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Calendar  Agendas  Sign-in Sheets  Minutes  Fliers  PI Policy  Compact  Parent  Representative List</p> <p>Summative:  Composite of meeting minutes  Title I-A Parental Involvement Compliance Checklist  STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principals  Parent Liaisons</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> Parents - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities Campus Report Card State & District Assessments & Guidelines  Organice un Dia de Orientacion para Padres para informar a los padres y miembros de la comunidad sobre los procedimientos de operacion esandar diarios y la Politica del Distrito. Cadigo de Conducta Estudiantil Acuerdo entre estudiante, padres y escuela PolAtica de participacion de los padres Procedimientos de operacion de emergencia Pautas para voluntarios y oportunidades Boleta de calificaciones del campus Evaluaciones y pautas estatales y distritales.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations  Summative: Discipline Referrals STAAR Results <b>Staff Responsible for Monitoring:</b> Campus Administrators  Parent Liaisons <b>Population:</b> Parents and Community - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Capitalize on District community resources by creating partnership agreements with agencies and organizations. Invite community agencies/ organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>Capitalice los recursos de la comunidad del Distrito mediante la creacion de acuerdos de asociacion con agencias y organizaciones. Invite a las agencias / organizaciones de la comunidad a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo asociaciones comunitarias solidas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations</p> <p>Summative: Discipline Referrals STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Parent Liaisons <b>Population:</b> Parents and Community - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Inform campus teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Informar a los maestros del campus durante las reuniones de profesores y de nivel de grado sobre los beneficios academicos y no academicos de una asociacion solida entre padres y escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas Sign-in Session Evaluations sheets</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Parent Liaisons <b>Population:</b> Parents and Community - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Conduct an annual survey of Campus Administration and Staff to evaluate the support services provided by the Parental Involvement Department and the effectiveness of the Parental Involvement at the campus level in order to better meet the needs of all stakeholders and to make more informative decisions for the following school year.</p> <p>Conducir una encuesta anual de la Escuela, Administracion, y personal de la escuela para evaluar los servicios de apoyo que brindan el departamento de involucramiento de padres y la eficiencia del Departamento de involucramiento en a nivel escuela con el fin de satisfacer las necesidades de todos los interesados y hacer mas decisiones informativos para el siguiente ano escolar.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Survey Results</p> <p>Summative: Composite of survey results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Parent Liaisons</p> <p><b>Population:</b> BISD Employees, Parents and community - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Provide flexible dates and times for parent training sessions at Gonzalez Elem. Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:</p> <p>Early Childhood Reading Strategies  Health Education-Families in Training  Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)  College Readiness - Drop-out and Violence Prevention -  Community agencies / organizations</p> <p>Proporcionar fechas y horarios flexibles para sesiones de entrenamiento para padres en Gonzalez Elem. en el Centro de padres para difundir informacion, servicios y / o referencias a agencias que abordan las necesidades en las siguientes Areas:</p> <p>Estrategias de lectura para la primera infancia  Educacion para la salud-Familias en formacion  Poblaciones especiales (bilingue, dislexia, TG, migrantes, educacion especial)  Preparacion universitaria - Abandono escolar y prevencion de la violencia -  Agencias / organizaciones comunitaria</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Parent Sign-In  Sheets  Meeting Agendas  Conference Evaluations</p> <p>Summative:  21st Century  Evaluation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Parent Liaisons  <b>Population:</b> Parents and Community Members - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Funds will be allocated to provide payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings trainings. (Parent Liaison FTE will be funded from Title I funds)  Los fondos se asignarA!n para proporcionar el pago por el kilometraje incurrido mientras se llevan a cabo las responsabilidades de Asistencia y ParticipaciA3n de los Padres, es decir; Entrenamientos de visitas domiciliarias y reuniones de participaciA3n parental. (El enlace de padres FTE se financiarA! con los fondos del TAtulo I) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monthly Contact Log Composite Report  Summative: Monthly Mileage Log Cash payments <b>Staff Responsible for Monitoring:</b> Campus Administrators Parent Liaisons <b>Population:</b> Parent Liaison - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Parents of migrant PK, Kinder, 1st, and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.  Los padres de los estudiantes migrantes de PK, Kinder, 1er y 2do grado recibiran sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva. <b>Milestone's/Strategy's Expected Results/Impact:</b> Academic success for all Pk-2nd grade students EOY Promotion rate <b>Staff Responsible for Monitoring:</b> Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC <b>Population:</b> Parents of Migrant Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.  Con el fin de aumentar el conocimiento de las necesidades de los estudiantes migrantes, a los profesores y al personal del campus de BISD se les proporcionarA! la informacion adecuada sobre los migrantes para que se proporcionen intervenciones oportunas y apropiadas a los estudiantes migrantes. <b>Milestone's/Strategy's Expected Results/Impact:</b> Timely placement into Interventions. <b>Staff Responsible for Monitoring:</b> Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC <b>Population:</b> Teachers servicing Migrant Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				





No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Need Statements:****Demographics**

**Need Statement 1:** The campus will work on increasing the attendance rate to a 97.5% by the end of May 2021 by having the teachers and the parent liaison monitor the daily attendance and provide the students recognition for their perfect attendance. The campus will increase attendance through student motivational activities and incentives. **Data Analysis/Root Cause:** Based on the 2019 - 2020 attendance rate of 96.85% is still below the 97.5% end of the year goal.

**Perceptions**




**Need Statement 1:** The need to maintain or increase parental involvement through the use of flyers and Facebook invites to weekly meetings, virtual meetings, and/or face-to-face meetings. **Data Analysis/Root Cause:** The parent survey shows a need to increase the number of parents attending Parental Engagement meetings.




**Goal 7:** Our campus teachers will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)




**Performance Objective 1:** Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.




**Evaluation Data Sources:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations




**Summative Evaluation:** Met Objective




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Language Arts Professional Development for Elem. ELA teachers in order to implement a comprehensive instructional program for English Language Learners.</p> <p>TELPAS ELPS Sheltered Instruction Esperanza (Grades 1-2) Lang. Enrichment I (Grades 1-3) STAAR 3rd-5th vocab. development fluency through novels/literature writing across the curriculum CIRCLE LPAC Training (subs) Graphophonemic Knowledge New Reading TEKS TLI Strategy Protocols</p> <p>Purchase Language Enrichment materials.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Observations for implementation of TPRI/ TEJAS Lee Benchmark Testing Fluency Monitoring Trackers LION Testing for At risk students</p> <p>Summative: TELPAS STAAR PBMAS/AMAOS TERANOVA/SUPERA</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Language Arts Specialists Lead Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> All PK3-5th grade teachers All Sp.Ed. and Dyslexia teachers - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021 <b>Need Statements:</b> Student Learning 4, 8 <b>Funding Sources:</b> Bilingual Funds for Sub - 163 State Bilingual - \$4,800</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will continue to receive instruction on Campus wide methods of writing in order to improve student achievement in the different grade levels as well as to achieve a 100% STAAR Writing score.</p> <p>Writing Rubric Training</p> <p>ELAR/SLAR TEKS</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Benchmark testing  TPRI/ Tejas Lee  Reading Fluency  Teacher observations</p> <p>Summative:  TELPAS  TERANOVA/SUPERA  STAAR Writing/Rdg</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Dean of Instruction  Writing Teacher</p> <p><b>Population:</b> 1st-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				




Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hold vertical and horizontal alignment meetings to share teaching practices and strategies (for Reading/ Writing/ Math/Science) in order to facilitate students to transition from K-5th grade.</p> <p>Including: DOK &amp; Cooperative Learning Strategies</p> <p>Resources to be used: TEA WEBSITE TEA RELEASE TESTS STAAR BLUEPRINTS</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Professional Dev. Evaluations Teacher transcripts Benchmarks</p> <p>Summative: STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Lead Teachers</p> <p><b>Population:</b> Teachers in PK3-5th Grade - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				




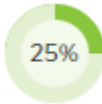

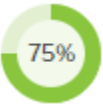




Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide Professional development for Pre-K3-5th teachers. This will include having one teacher representative attend trainings through District wide curriculum collaboration meetings every Six Weeks in order to effectively implement the curriculum to achieve higher student Reading, Writing, and Math STAAR scores. These trainings will increase the content and pedagogical level of teachers in order to support the math and reading curriculum.</p> <p>Teachers will learn new and innovative STAAR aligned strategies and achieve higher science assessment scores.</p> <p>United Streaming. MSTAAR Trainings-5th grade STAAR refinement Training Math, Science, Reading Maintenance training</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Sign-in Rosters &amp; Evaluations Student Assessments Classroom Observations Lesson Plans</p> <p>SUMMATIVE: STAAR Science scores will increase to 90%, STAAR Reading, Writing, &amp; Math will increase to 95% or higher.</p> <p>Program Evaluation Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Science Specialists</p> <p><b>Population:</b> Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Funding Sources:</b> registration, travel fee for RGVSA 3 teachers - 211 Title I-A - 211-61-6411-00-130-Y-30-of2-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 65%	 90%	

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will participate in Professional Development as well as technology Social Studies training to integrate the following in the classrooms: Pearson and Studies Weekly in order to increase student performance and develop an ambiance for interactive learning.</p> <p>To provide teachers with appropriate research based strategies in order to meet the needs of the students and ensure their success.</p> <p>Students increase participation in BISD Hispanic Awareness Month: Dia del Nino Cinco de mayo 16 de septiembre Charro Days Celebration Hispanic Heritage Month</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Teacher made tests classroom observations lesson plans textbook tests</p> <p>SUMMATIVE:  TPRI TERANOVA/SUPERA <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Social Studies Specialist <b>Population:</b> PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All Elementary teachers will receive G.T. Core Hour Training and will maintain on-going hours to enhance teaching skills and better prepare students to pass AP exams.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> F: Campus audits of  teacher training by  Advanced Academics  F-Sign in sheets  F-Agendas  S-Monthly campus visits</p> <p><b>Staff Responsible for Monitoring:</b> Adm. for Advanced Academics  Campus Admin.  GT Teachers  Dean  Principal</p> <p><b>Population:</b> PK3-5th grade teachers servicing GT students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide Reading Language Arts, Writing, Math, Science, and Social Studies Professional Development for New and existing Elementary teachers in order to implement a comprehensive Instructional program. Professional Development will be provided for our teachers by Curriculum and Instruction Dept.</p> <p>ELAR/SLAR TEKS  Response to Intervention RTI)  CCRS (College and Career Readiness Standards)  LPAC Training (Subs)  Readiness (STAAR) 3rd-5th  vocab.development  fluency  writing across the curriculum  Texas Literacy Initiative (Protocols)  Professional Development topics that support Fluency &amp; Comprehension  Empowering Writers Workshop  Technology Trainings</p> <p>Teachers will receive updated Math &amp; STAAR supplemental materials training each six weeks through District wide curriculum collaboration meetings to support the math content and increase the awareness of computer software available to the teachers through the supplemental resources.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Classroom Observations for implementation of TPRI/  TEJAS Lee  Benchmark Testing  Fluency Monitoring</p> <p>Summative:  TELPAS  STAAR  PBMA/AMAOS  TERANOVA/SUPERA</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction  Campus Principal  C &amp; I Specialists</p> <p><b>Population:</b> All PK3-5th grade teachers All Sp.Ed. and Dyslexia teachers - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Funding Sources:</b> Professional Development for Empowering Writers - 211 Title I-A - 211-13-6411-23-130-y-30-of2-y, Substitutes - 211 Title I-A - 211-13-6112-00-13-y-30-AYP</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details		Reviews			
<b>Strategy 8:</b> To better support instruction and improve student achievement in the classroom, Title I instructional assistants will attend professional development sessions and be trained on the latest scientific, Research-based instructional strategies.  Campus instructional aides will assist At-Risk students with core academic activities in order to improve student performance. <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Classroom Observations Benchmark Scores Student Progress Reports CLI Engage BOY and MOY  Summative: CLI Engage: EOY <b>Staff Responsible for Monitoring:</b> Campus Principal Special Programs Administrator Federal Programs Administrator Dean <b>Population:</b> All Prek3 and Prek4 students MI TI LEP - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021 <b>Funding Sources:</b> FTE's for instructional assistants - 211 Title I-A - 211-11-6129-00-130-Y-30-0F2-Y		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 9 Details		Reviews			
<b>Strategy 9:</b> The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty & staff opportunities for instructional support in order to train and retrain highly qualified personnel.  <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: ERO Session Evaluation Report ERO Session Attendance Report Lesson plans classroom observations Student progress reports Benchmark scores  SUMMATIVE: STAAR <b>Staff Responsible for Monitoring:</b> Principal Administrator for State Compensatory Education Dean <b>Population:</b> AR, LEP, DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021 <b>Funding Sources:</b> 1 FTE Dean of Instruction - 162 State Compensatory - 162-13-6119-31-130-Y-30-000-Y		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

## Performance Objective 1 Need Statements:


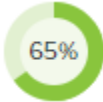

Student Learning
<p><b>Need Statement 4:</b> Increase the percentage of LEP and Special Education STAAR Scores by 5% in all the content areas by providing small group instruction, tutorials, Saturday tutorials, and extended day programs. <b>Data Analysis/Root Cause:</b> As per the STAAR Performance Data the LEP and Special Education students performed lower than all students.</p> <p><b>Need Statement 8:</b> A need to provide professional growth/training to teachers and administrators in order to increase LEP STAAR scores and increase TELPAS scores to 60%. <b>Data Analysis/Root Cause:</b> 2019 BOY and MOY District Benchmark Data and TELPAS Report</p>







**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)







**Performance Objective 1:** Our school will show a 5% increase in all four key areas of the Future Ready: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology




**Evaluation Data Sources:** EOY Student grades, Star Chart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports







**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Gonzalez teachers will utilize technology/media to enhance TEKS instruction in all content areas with the use of varied technology including computer desk tops, laptops, LCD projectors, Elmos and wide screen smart televisions throughout the year.</p> <p>All teachers and students will receive training on online safety, online usage, educational software, and technology uses of laptops, computers, Smart Boards, projectors, document cameras, and printers.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus School Technology and Readiness Starchart Usage of technology in the classroom will be more evident during the instruction</p> <p>Presentations Walkthroughs Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean TST</p> <p><b>Population:</b> Students Pre-K - 5thTI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus TST, teachers, and an administrator will attend the Technology Conference in San Antonio and will come back and train the campus teachers and staff. Teachers will be involved in campus staff development for updates on software as well as new technology hardware. The purchase of any technology related equipment and software will be done to facilitate student success on online testing and in all content areas to meet state and local standards. (i.e. laptop computers, desktop computers, Smart Boards, projectors, document cameras, printers, smart televisions, etc.) Purchase of Math Lone Star Learning digital license 3rd - 5th <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Sign-in Rosters & Evaluations  SUMMATIVE All teachers will use a computerized grade book/ lesson plan for 2019-2020 STAR Chart <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Technology Support Teacher SBDM Committee <b>Population:</b> Students PK3-5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will complete STAR Chart surveys pertaining to: District and Campus Staff Development on uses of: laptops computers Smart Boards projectors document cameras printers, etc <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Sign-in Rosters & Evaluations  Summative: STAR chart Completion <b>Staff Responsible for Monitoring:</b> Dean of Instruction Technology support Principal TST <b>Population:</b> Teachers servicing students in PK3-5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				











Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be required to document classroom technology integration in their lesson plans using the technology TEKS to ensure that technology is integrated throughout the curriculum areas.</p> <p>Some of the content areas technology will be integrated include use of : EduSmart -Science Based Program</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Performance Teacher Observation &amp;l lesson plans</p> <p>SUMMATIVE All teachers will use a computerized grade book and lesson plan for 2019 - 2020 Student performance will increase in the different content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction TST</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Population:</b> Teachers servicing students PK3-5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All students will receive trainings on safety, online usage, educational software, and technology uses of laptops, computers, Smart Boards, projectors, document cameras, printers, to improve the integration of technology.</p> <p>In addition, all qualifying students will receive training on use of multiple assistive devices and software when needed</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Student performance will increase in the different content areas.</p> <p>Formative: Student performance/ Teacher observation</p> <p>Summative: Starchart</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Technology Teacher</p> <p><b>Population:</b> Students PK3-5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Gonzalez Elementary will purchase new Interactive TVs, Projectors, document cameras, and laptops, Chromebooks, desktop computers, tablets, and televisions as well as other hardware for the 2020-2021 school year to improve the infrastructure for virtual learning and online assessments and will be used by the teachers, administrators, and students for multimedia learning and presentations.</p> <p>Laptops Printers &amp; Ink cartridges Document cameras Desktop computers/hardware &amp; software Projectors Printers Smart Televisions Bulbs for projectors needed annually Headphones mounting projectors/ceiling mounts</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Student performance will increase in the different content areas.</p> <p>Formative: Walk-throughs Teacher class observation Lesson Plans</p> <p>Summative: STAAR Results Monitoring Tool</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Technology Teacher Instructional Technology Department</p> <p><b>Population:</b> Students PK3-5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Student Learning 2, 6 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 Title I-A - 211-11-6398-62-130-Y-30-0F2Y - \$105,957, capital outlay: projectors, document cameras, laptops, desktop - 211 Title I-A - 211-11-6649-62-130-Y-30-of2-Y, projector bulbs - 211 Title I-A - 211-11-6399-00-130-Y-30-of2-y, Capital Outlay - 211 Title I-A - 211-11-6399-00-130-y-30-0f2-y - \$0, Capital Outlay Administration - 211 Title I-A - 211-23-6399-00-130-y-30-0f2-y - \$5,000, Instructional Desktop Computers - 162 State Compensatory - 162-11-6649-62-130-Y30-TEC-Y - \$10,000, Software for new desktops - 162 State Compensatory - 162-11-6395-62-130-Y30-TEC-Y, Supplies and Materials - LCL-DEFI 2nd grade - 162 State Compensatory - 162-11-6398-62-130-Y-30-TEC-Y, - 162 State Compensatory - 162-11-6395-62-130-Y-30-TEC-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> PreKinder3-5th grade teachers will print TPRI/Tejas LEE, /CPALLS, EDI, AWARE, Universal Screener data reports, and RTI activities in order to plan accordingly for differentiated instruction. Resources needed: Ink cartridges for grade level printers and Dean of Instruction <b>Milestone's/Strategy's Expected Results/Impact:</b> F: Lesson Plans  S: BOY, MOY, EOY Reports <b>Staff Responsible for Monitoring:</b> PK-5th Grade TST Dean of Instruction <b>Population:</b> Teachers servicing students PK3-5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 2nd-5th grade ELL students will take practice online tutorials in the computer lab to improve and master Advanced High level on TELPAS in order to meet AMAO 1, AMAO 2, and AMAO 3.  Focus Groups: 1st, 2nd & 4th Grade  Resources needed: Computer Lab TELPAS Online Tutorials <b>Milestone's/Strategy's Expected Results/Impact:</b> F: Lesson plans, walkthroughs  S: TELPAS Results <b>Staff Responsible for Monitoring:</b> Technology Support 2nd-5th Grade Teachers Testing Coordinator Dean of Instruction <b>Population:</b> Students 2nd -5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Kinder through 2nd grade students will be scheduled for computer lab to increase their knowledge and use of technology skills. The Pre-K3 classrooms will be equipped with two HATCH computers.</p> <p>Students will participate in scheduled computer lab time instruction and classroom activities that incorporate technology into all subject areas.</p> <p>Additional Resources needed: Computer lab, COWS, desktops, Software, computer Lab Schedule</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: walkthroughs Technology 6 wk grades Student Lab Progress Report</p> <p>Summative EOY grades lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Computer Lab Manager Dean of Instruction Principal Asst Principal Teachers TST assistant (FTE)</p> <p><b>Population:</b> Teachers servicing students PK3-5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Implement AR program in the classroom and library to expose students to different literary genres in order to increase STAAR Reading Scores in 3rd-5th grade.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> AR Reports will reflect increase in campus participation</p> <p><b>Staff Responsible for Monitoring:</b> Lead Teachers Librarian Dean of Instruction</p> <p><b>Population:</b> Teachers servicing students in 1st-5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Students will work at computer stations on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p> <p>In addition, 3rd-5th grade students will use internet websites to research science fair projects, data, and other information for the campus and district Science Fair projects and Brainsville.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> F: Campus Science Fair Competition, Projects</p> <p>S: District Science Fair Competition Brainsville 10% increase on STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Computer Lab Manager Principal Administration Dean of Instruction TST assistant</p> <p><b>Population:</b> Students 3rd -5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> The computer lab aide will provide instruction to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom instruction.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Technology 6 wk grades</p> <p>Summative; EOY Grades STAR Chart</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Teachers Support Staff</p> <p><b>Population:</b> Teacher Assistant servicing students PK3-5TH TI MI LEP SE AR GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Funding Sources:</b> computer lab aide - 211 Title I-A - 211-11-6129-06-130-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Performance Objective 1 Need Statements:

### Student Learning

**Need Statement 2:** Need to increase distance learning instruction to target the reading, math, writing, and the science TEKS. **Data Analysis/Root Cause:** Due to Covid-19, the new norm is to teach the students virtually using SeeSaw, Google Classroom, and Google Meets platforms increasing the need for technology use at home and in the classroom.

**Need Statement 6:** Teachers and administrators are in need of upgraded technology resources such as iPads, Laptops, Chromebooks, Projectors, Tablets, Computers, and instructional software in order to improve student learning for success via virtual instructional and/or hybrid instruction. **Data Analysis/Root Cause:** There is an increase in the need for upgraded technology due to hybrid learning instruction, distance learning instruction, and face-to-face instruction.

### School Processes & Programs




**Need Statement 1:** Teachers and administrators are in need of upgraded technology resources such as iPads, Laptops, Chromebooks, Projectors, Tablets, Computers, and instructional software in order to improve student learning for success via virtual instructional and/or hybrid instruction. **Data Analysis/Root Cause:** There is an increase in the need for upgraded technology due to hybrid learning instruction, distance learning instruction, and face-to-face instruction.







**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)











**Performance Objective 1:** Increase the overall campus attendance rate to 96.8% with a target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

**Evaluation Data Sources:** District and campus attendance rates, At-Risk Student Attendance.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train attendance clerks and parent/attendance liaisons to consistently monitor and communicate students daily absences and tardiness to parents and staff.</p> <p>To promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.</p> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Pupil Services</li> <li>Student Accounting</li> <li>School Messenger Notification System</li> <li>Phone Master</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Agenda</p> <ul style="list-style-type: none"> <li>Sign-in sheets</li> <li>Six weeks Attendance Report</li> <li>School Messenger Notification System</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Attendance Office</p> <ul style="list-style-type: none"> <li>Principal</li> <li>Campus PEIMS Supervisor</li> <li>Parent Liaisons</li> <li>Data Entry Clerk</li> </ul> <p><b>Population:</b> attendance clerks and parent and attendance liaisons monitoring All students Pk3-5th - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Perceptions 4</p> <p><b>Funding Sources:</b> Supplies - 162 State Compensatory - 162-61-6399-00-130-Y-30-WTF-Y - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. <b>Milestone's/Strategy's Expected Results/Impact:</b> Agendas Sign in sheets <b>Staff Responsible for Monitoring:</b> School Messenger Notification System Trainer Computer Services PEIMS Supervisor Pupil Services Data Entry Clerk <b>Population:</b> attendance clerks and parent and attendance liaisons monitoring All students Pk3-5th - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Publish and recognize campus attendance rates in KBSD, school marquees and school activities to promote and motivate student attendance District-wide and increase educational potential of students.  Resources include- the use of campus marquee Instructional TV <b>Milestone's/Strategy's Expected Results/Impact:</b> KBSD announcements Campus marquees <b>Staff Responsible for Monitoring:</b> Student Accounting Principal PEIMS Supervisor Admissions and Attendance <b>Population:</b> All students Pk3-5th including TI MI LEP SE AR DYS GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Recognize and award incentives; certificates and ribbons to students with perfect attendance every six weeks and at the end of the year.</p> <p>Campus recognition of students for Perfect Attendance Achievement that increase learning performance.</p> <p>To obtain perfects attendance, student must be present the entire instructional day for that attendance reporting period.</p> <p>Small plaques and trophies will be provided for student incentives.</p> <p>In addition, students with cumulative perfect attendance for the year will also be receiving a small plaque or trophy.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus documentation</p> <p><b>Staff Responsible for Monitoring:</b> Principal PEIMS Supervisor Data Entry Clerk School counselor</p> <p><b>Population:</b> All students Pk3-5th including TI MI LEP SE AR DYS GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Awards and Incentives - 162 State Compensatory - 162-11-6498-00-130-y-11-000-y - \$5,000, small trophies, ribbons, certificates, and plaques - 199 Local funds - 199-11-6498-00-130-Y-11-000-Y - \$5,000, small trophies, ribbons, certificates, and plaques - 211 Title I-A - 211-11-6498-00-130-Y-30-0F2-Y - \$0, incentives, awards - 212 Title I-C (Migrant) - 212-11-6399-00-130-y-24-0f2-y - \$350</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The Pre-K3 and PreK4 program will be provided the full day in order to better prepare qualified students academically.</p> <p>Collaboration between Head Start centers and the PreKinder teachers will take place annually in May in order to assist with the transition from early childhood programs to elementary school programs.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: CPALLS (Beginning of Year and Middle of Year), classroom observations, student progress reports</p> <p>SUMMATIVE: CPALLS (End of Year)</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Principal Administrator for Compensatory Education</p> <p><b>Population:</b> At-Risk Students Prekinder students: TI MI LEP AR DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




## Performance Objective 1 Need Statements:

Demographics
<b>Need Statement 1:</b> The campus will work on increasing the attendance rate to a 97.5% by the end of May 2021 by having the teachers and the parent liaison monitor the daily attendance and provide the students recognition for their perfect attendance. The campus will increase attendance through student motivational activities and incentives. <b>Data Analysis/Root Cause:</b> Based on the 2019 - 2020 attendance rate of 96.85% is still below the 97.5% end of the year goal.
Perceptions
<b>Need Statement 4:</b> Need to make home visits to improve the attendance rates. <b>Data Analysis/Root Cause:</b> The attendance goal is below 97.6%




**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)




**Performance Objective 2:** Gonzalez will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.







**Evaluation Data Sources:** STAAR/EOC reports disaggregated for At-Risk students.







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All migrant students will receive grade appropriate school supplies and/or clothing / hygiene products in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunities for meeting the academic challenges of all students. Clothing will be jackets, pants, shoes, t-shirts, socks, underwear. Students will receive additional instructional supplies to assist the students in the classroom. PFS students will receive supplemental support services before other migrant students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Campus Reports PFS Monitoring Tool</p> <p>Summative: Completed Request for Supplemental Support form with student NGS number and parent and student signatures</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Administrator Campus Administrators Dean Parent Liaison</p> <p><b>Population:</b> PFS Migrant Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> supplies, clothing, and hygiene products - 211 Title I-A - 212-11-6399-00-130-Y-24-0F2-Y, general supplies - 211 Title I-A - 212-11-6399-00-130-Y-24-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				



















Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Gonzalez Elementary School will implement tutorials and remediation strategies in core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement. Tutorials will include remediation in the content areas of Reading, Math, Writing, and Science.</p> <p>Homework help, enrichment activities will be provided after school through Extended Day. Supplies will be purchased . TIMELINE: Tutorials will be held for a minimum of 2 days a week beginning September 2020 through May 2021.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: eSchoolsPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark scores, Student Progress Reports</p> <p>SUMMATIVE: STAAR and the Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Area Assistant Superintendent Administrator for Special Programs Administrator for State Compensatory Education</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> Elementary At-Risk Students PK-5 grade TI LEP AR DYS MIGRANT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 1, 4</p> <p><b>Funding Sources:</b> Extra Duty Pay (SSI) - 162 State Compensatory - 162-11-6118-00-130-Y-30-SSI-Y - \$7,420, Extra Duty Pay - 211 Title I-A - 211-11-6118-00-130-y-24-asp-y - \$0, Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-130-Y30-000-Y - \$124,000, Extra Duty Pay Extended - 162 State Compensatory - 162-11-6118-130-y-30-asp-y - \$0, Extended Day Para Overtime - 211 Title I-A - 211-11-6121-00-130-y-24-asp-y - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> In order to secure the data needed to Accommodate placement into Appropriate Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>The teacher will provide extended day services as needed.</p> <p>Additional Resources to be considered: CPALLS Results TPRI Results Tejas LEE Results TERANOVA/SUPERA</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: C PALLS , TPRI, Tejas LEE TERANOVA/SUPERA Post Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Federal Program Administrator Campus Principals Elementary Teachers</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Third through fifth grade STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during the regular school year and summer school.</p> <p>Resources to be used include:            STAAR Test Results            Eduphoria and TANGO Reports            NGS Student Transfer Document            NGS State Assessments Report</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            STAAR Remediation Enrollment Lists            NGS STAAR Report            Benchmark Results</p> <p>Summative:            Current State Results-STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Administrator            Campus Principals            Homeroom Teachers</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The academic progress of 1st and 2nd grade Migrant students will be monitored to ensure success grade level completion and ultimately secure promotion to the next grade level.</p> <p>Results from TERANOVA/ SUPERA and TPRI/TEJAS LEE will be reviewed to secure accurate placement into the next school year and receive summer school opportunities.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            Enrollment Lists            NGS STAAR Report            Benchmark Results</p> <p>Summative:            Test Results- TPRI/Tejas LEE results            TERANOVA/SUPERA</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Administrator            Campus Principals            Homeroom Teachers</p> <p><b>Population:</b> Migrant Students 1st &amp; 2nd - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Increase on-time graduation <b>Staff Responsible for Monitoring:</b> Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campus Administrative staff and/or teachers will attend district and/or state conferences, meetings, and seminars, to support campus and district-wide goals, objectives instructional initiatives, current practices and trends relative to At-Risk programs, dropout prevention, school instructional leadership, and professional development. Especially in the foundation curriculum subjects, in order in increase student academic achievement.  (Assessment Conference, Bilingual Conference, Region One, RGVCTM, Leadership and other training available.) <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Professional Development System Evaluation Report  SUMMATIVE: STAAR <b>Staff Responsible for Monitoring:</b> Dean of Instruction Principal Lead Teachers <b>Population:</b> Teachers PK3- 5th grade, administration - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021 <b>Need Statements:</b> Student Learning 7 <b>Funding Sources:</b> Conference Expenses - 211 Title I-A - 211-13-6411-23-130-Y-30-AYP-Y	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Implement a campus-wide plan for the RTI intervention process for students. Teachers will acquire effective intervention and prevention instructional strategies through the assistance of the RTI committee members. <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: FCRR, TPRI/Tejas Lee intervention guide Progress monitoring reports software usage reports  SUMMATIVE: STAAR and the retention rate <b>Staff Responsible for Monitoring:</b> Dean of Instruction Principal TLI teacher Assistant Principals RTI committee RTI Specialist <b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> At-Risk Students PK3-5th TI MI LEP SE AR DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Gonzalez Elementary counselors will provide a Career Day where students will explore different careers and college preparation in order to make informative decisions about what college to attend. <b>Milestone's/Strategy's Expected Results/Impact:</b> F: Sign-in sheets  S: BISD Guidance and Counseling Program Evaluation form <b>Staff Responsible for Monitoring:</b> School Counselor Guidance and Counseling Department <b>Population:</b> All Students 3rd-5th including TI MI LEP SE AR DYS GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Gonzalez Elementary counselors will provide a Career On Wheels for all students Pk- 2nd grade where students will explore different careers and college preparation in order to make informative decisions about what college to attend. <b>Milestone's/Strategy's Expected Results/Impact:</b> F: Sign-in sheets  S: BISD Guidance and Counseling Program Evaluation form <b>Staff Responsible for Monitoring:</b> School Counselor Guidance and Counseling Department <b>Population:</b> All Students PK3-2nd including TI MI LEP SE AR DYS GT - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Campus will promote college awareness during monthly scheduled College Jersey Days. Teachers will display their University bulletin board or door to support the district initiative. <b>Milestone's/Strategy's Expected Results/Impact:</b> F: Lesson plans  S: Presentations <b>Staff Responsible for Monitoring:</b> Principal Teachers Counselors <b>Population:</b> All Students Pk3-5th including TI MI LEP SE AR DYS G - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Need Statements:

Demographics
<b>Need Statement 2:</b> The campus will need to maintain the school rating of 'A' and increase the number of 'Masters' percentage in all tested areas and improve STAAR performance rates, increase LEP, At-Risk, Special Ed, and Economically Disadvantaged student scores by monitoring and assessing students with campus and district assessment. Purchase STAAR Materials and Educational Computer Software. <b>Data Analysis/Root Cause:</b> 2019 BOY and MOY District Benchmark Scores
Student Learning
<b>Need Statement 1:</b> The campus will need to maintain the school rating of 'A' and increase the number of 'Masters' percentage in all tested areas and improve STAAR performance rates, increase LEP, At-Risk, Special Ed, and Economically Disadvantaged student scores by monitoring and assessing students with campus and district assessment. Purchase STAAR Materials and Educational Computer Software. <b>Data Analysis/Root Cause:</b> 2019 BOY and MOY District Benchmark Scores

### Student Learning

**Need Statement 4:** Increase the percentage of LEP and Special Education STAAR Scores by 5% in all the content areas by providing small group instruction, tutorials, Saturday tutorials, and extended day programs. **Data Analysis/Root Cause:** As per the STAAR Performance Data the LEP and Special Education students performed lower than all students.

**Need Statement 7:** Teachers and administrators will be granted the opportunity for professional development growth by attending in district and out of town district training sessions in the areas of Reading, Writing, Math, Science, and Technology. **Data Analysis/Root Cause:** Benchmark scores indicate the need to ensure training and supports for implementation.




### Perceptions

**Need Statement 2:** All migrant students have a need to receive grade appropriate school supplies, and/or clothing, and/or hygiene products in order to provide them with the necessary tools to complete their homework and classroom assignments;thus extending them the same opportunities for meeting the academic challenges of all students. **Data Analysis/Root Cause:** Performance data shows that the economically disadvantaged students' scores need to be maintained or increased in comparison to all students.







**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)




**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.




**Evaluation Data Sources:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAP CATCH meetings and reports.

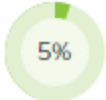





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> F-Classroom Observations F-PE student attendance records F-Updated District Policy S-School Health Index S-Physical Fitness Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Dean of Instructions Physical Ed. Teachers</p> <p><b>Population:</b> Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007 <b>Milestone's/Strategy's Expected Results/Impact:</b> F-Updated District Policy F-Classroom Observations S-TEA required report for Fitness Assessment Results & Student Follow-up <b>Staff Responsible for Monitoring:</b> Administrators Dean of Instructions Physical Ed. Teachers C & I admin. CATCH team members ARD & 504 Teachers <b>Population:</b> 3rd-5th TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to health and physical education and Senate Bill 892 effective 09/01/2009. <b>Milestone's/Strategy's Expected Results/Impact:</b> S- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review <b>Staff Responsible for Monitoring:</b> Dean of Instruction Campus CATCH team members <b>Population:</b> Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				




Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Monitor and emphasize the integrated math, reading, and writing academic concepts Inherent in the Health and Physical Education curriculum programs in order to enhance student skills and prepare them for testing. <b>Milestone's/Strategy's Expected Results/Impact:</b> F-Curriculum Frameworks F-Staff Development Agendas F-Lesson Plans S-Monthly Campus Visitation Documentation <b>Staff Responsible for Monitoring:</b> Physical Ed. Specialist Curriculum Writers Physical Ed. Teachers Math, Reading & Writing Teachers Staff Development (district & campus personnel) <b>Population:</b> Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				




Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator Advanced by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> F-Implementation</p> <p>Documentation F- Lesson Plans F-Fitness Assessment Observation F-Student Grades F-Attendance Rates S-SHAC Recommendations S-CATCH Activities S-CATCH Visitation Reports S-School Health Index Improvement Plan S-Standardized Tests Results</p> <p><b>Staff Responsible for Monitoring:</b> All Campuses</p> <p>Safety Coordinator PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions</p> <p><b>Population:</b> P.3K-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.  * Update and maintain garage door. * Paint walls and lines on gym floor. * Inspect Basketball Backboards * Purchase of playground equipment. *Gym renovations  <b>Milestone's/Strategy's Expected Results/Impact:</b> F-Safety Evaluation F-Campus Visitation Documentation F-Proper Maintenance Documentation S-SHAC Recommendations  <b>Staff Responsible for Monitoring:</b> Principals Safety Coordinators District CATCH Team Campus CATCH Team Maintenance Personnel  <b>Population:</b> Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 05/13/2011.  <b>Milestone's/Strategy's Expected Results/Impact:</b> F-Campus Visitation Observation F-Updated District Policy  <b>Staff Responsible for Monitoring:</b> Food & Nutrition Services Administrator Curriculum Administrator Area Superintendents District CATCH Team  <b>Population:</b> Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> S-Reviews of  Campus  Safety Action Plan  And Emergency  Operating  Procedures (EOP)</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers  Campus Safety Coordinator  District Safety Coordinator  District Emergency Operations Coordinator  PE Specialist  Health Lead Teacher  Campus Administration</p> <p><b>Population:</b> Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				








Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Educate students and parents on the district sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> F-Counselor  Classroom  Presentations  F- Classroom  Presentation  Agendas  F- Classroom  Presentation  Sign-In  Sheets  F- Verification of  Information  Distribution via  Signed BISD  Parent/Student  Handbook receipt  Form</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Dept. &amp; Administration  Campus Counselors  Parental Involvement  Campus Personnel  Campus Administration  Child Protective Service</p> <p><b>Population:</b> Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse as well as informing all students through counselor classroom presentations, informational documents, and KBSD on actions they should take to obtain assistance and intervention, if they have been sexually abused in order to comply with House Bill 1041 (Jenna's Law) effective 09/01/2009.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> F-Counselor Classroom Presentations F-Classroom Presentation Agendas F-Classroom Presentation Sign-In Sheets F-Parental Involvement Agendas and Sign-In Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Dept. &amp; Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration Child Protective Services</p> <p><b>Population:</b> Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> The District will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> F-Counselor/Teacher verification of class presentation(s) F-Agendas F-Sign-in Sheets F-Presentation and Student Documentation S-Student</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Dept. &amp; Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration</p> <p><b>Population:</b> PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses improve overall health in order to improve student attendance/ performance.</p> <p>Campus Nurse TI-A : 40% salary \$ 26385.</p> <p>LOC: 60% salary \$30,938.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> F- Time and Effort Logs Referrals</p> <p>S- EOY Attendance Rates</p> <p><b>Staff Responsible for Monitoring:</b> -Health Services Administrator -Special Programs Administrator -Federal Programs Administrator</p> <p><b>Population:</b> School Nurse servicing all PK3-5th Grade TI MI LEP SE AR G.T DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> A food pantry and clothes closet will be implemented at every campus to provide identified at risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: ERO Session Evaluation Report Student Progress Reports</p> <p>SUMMATIVE: STAAR, Attendance Rate, Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Administrator for the homeless Youth project Administrator for Compensatory Education</p> <p><b>Population:</b> At-Risk Students PK3-5 grade students TI MI LEP SE AR DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Promote awareness throughout the district and at individual campuses regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth. <b>Milestone's/Strategy's Expected Results/Impact:</b> FORMATIVE: Student Progress Reports  SUMMATIVE: STAAR, Attendance Rate, and the Retention Rate <b>Staff Responsible for Monitoring:</b> Campus Administration Administrator for the Homeless Youth Project <b>Population:</b> At-Risk Students PK3-5 grade students TI MI LEP SE AR DYS - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 65%	 85%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# State Compensatory

## Personnel for Gonzalez Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alina Maria Perez	Pre-K4 teacher	State Comp.	.50
Dinorah De La Cerda	Pre-K4 teacher	State Comp.	.50
Doria Maria De Los Angeles	Pre-K4 teacher	State Comp.	.50
NInfa R. Zavala	Dean of Instruction	State Comp.	1.00
Rocio Villarreal	Pre-K4 teacher	State Comp.	.50

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2020-2021 school year and to increase the "Masters" in all content areas.

Review of CIP and CNA - April 24, 2020

Completion of Campus Needs Assessment - June 11, 2020

Review of CIP and CNA - October 22, 2020

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Our campus SBDM committee assisted in the revision and updating of the 2020-2021 Campus Improvement Plan. The are as follows: Maria Doria - PreK-teacher, Lydia Gracia - 1st grade teacher, Rocio Villarreal - 2nd grade teacher, Olga Melendez - 3rd grade teacher, Melinda Guerrero - 4th grade teacher, Esmeralda Villalobos - 5th grade teacher, Martha Lopez - Parent Liaison, Teresa Guillen - P.E. teacher, Ana Lincoln - Parent, Antonia Gonzalez - Parent, Billy J. Cobos - Principal, Ninfa R. Zavala - Dean, Maricela Orozco, Sped teacher

### 2.2: Regular monitoring and revision

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance to monitor and revise strategies and instruction. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, TPRI, Tejas Lee, CPALLS, District checkpoints to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

Review of CIP and CNA - April 24, 2020

## 2.3: Available to parents and community in an understandable format and language

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center, and Community members. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will also encourage Healthy habits and nutrition classes to enhance the C.A.T.C.H. program. Gonzalez will encourage parental participation by inviting parents to help out with campus projects such as assisting teachers with bulletin boards, decorating the stage for different events, making copies, etc. By providing appropriate training, the achievement gaps can be reduced thus making them more effective in the art of parenting and providing a life-long desire for learning for their children. The parent liaison will help organize and coordinate classroom support through teacher collaboration.

The campus CIP is made available to the parents on the campus website where it is posted. A hard copy is available in the Dean's office. Goal 6 is in English and Spanish. The CIP will be translated upon request.

## 2.4: Opportunities for all children to meet State standards

Bilingual Funds, Migrant Funds, Title I Funds are used to provide supplemental resources. Extended day tutorials, Saturday Academies, and Afterschool Tutorial are offered to service all students including our ELL population of struggling learners, Migrant Students, At-Risk, and Special Ed students. Intense vocabulary development, software and technology assistance, ESL strategies will be implemented as well as the use of Academic Vocabulary, SIOP strategies, word walls, ELPS, Ellevation, AWARE, Eduphoria, Language Enrichment, Sharon Wells, Tango, Pearson Math, Pearson Reading, Inclusion, Dyslexia Lab, and Cognitive Routines/Strategies in the classroom and instructional technology to increase vocabulary development. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with State Bilingual and State Special Education funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and a Guide to the Admission, Review and Dismissal Process. The Gonzalez Elementary Special Education teachers will have the support of using district SRA Materials and other supplements for their Reading Resource classes. In addition, the campus will continue to implement the Life Skills Units available to the students in need.

## 2.5: Increased learning time and well-rounded education

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based

on daily exercises and periodic tests. All students including Bilingual, Special Ed, At-Risk, and Migrant students not mastering the objectives will be provided additional assistance in the after school tutorial program and extended day enrichment courses based on his/her individual needs. Saturday tutorials will be offered for additional enrichment and remediation for the struggling learners.

## **2.6: Address needs of all students, particularly at-risk**

The staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/summer school/extended day enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The school will complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. The School-Parent-Student Compact that indicate the responsibilities of each group to ensure student success will be sent out to the parents/students with the beginning of the year packet that is distributed during "Meet the Teacher Night" and "Open House".

Individual assisting in the revision of the 2020 - 2021 School-Parent-Student Compact - Parents: Mrs. Lincoln, Mrs. Gonzalez; Parent Liaison: Mrs. Lopez; Dean: Mrs. Zavala; SBDM Members

The School-Parent-Student Compact in English and Spanish will be shared with the parents during "Meet the Teacher Night", "Open House", and at the "Parent Meeting" in August 2020.

### **3.2: Offer flexible number of parent involvement meetings**

The campus will present the Title I meeting and will host a variety of parental involvement meetings providing opportunities at times during the school day and outside of the regular school day.

1st Title I Meeting - September 18, 2020 at 1:00 p.m.

2nd Title I Meeting - November 17, 2020 at 5:00 p.m.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Library	Library Aide	Title IA Programs Aide	.40
Nurse	Campus Nurse	Title 1A Programs Aide	.40
Parent Liaison	Paraprofessional	Title IA Programs Aide	1
Pre-K3	Paraprofessional	Title IA Programs Aide	2
Pre-K4	Paraprofessional	Title IA Programs Aide	4

# Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Esmeralda Villalobos Y2	5th grade
Classroom Teacher	Marigel Doria Y1	Pre-K teacher
Classroom Teacher	Lydia Gracia Y2	1st grade
Classroom Teacher	Eva Y2	2nd grade
Classroom Teacher	Olga Melendez Y2	3rd grade
Classroom Teacher	Marshella Castillo Y1	4th grade
Classroom Teacher	Deborah Armendariz Y1	Kinder teacher
Classroom Teacher	Thelma Borjorquez Y1	Special Ed Teacher
Non-classroom Professional	Rachell Sandell	Counselor
Community Representative	Juan Larrazolo	Owner of 802 Cafe
District-level Professional	Sandra Garcia	Language Arts Specialist
Non-classroom Professional	Ninfa Zavala	Dean
Administrator	Billy Cobos	Principal
Parent	Dolores Alcantar	Stay at home Mom
Parent	Antonia Gonzalez	Stay at home Mom
Business Representative	Hector Almanza	Walmart Store Manager
Business Representative	Victor Bravo	Assistant Store Manager Walmart
Paraprofessional	Martha Lopez	Parent Liaison
Community Representative	Edgar Lopez	Sole Proprietor - The One Studio Gym



# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Resources	199-11-6399-00-130-y-99-00-y	\$6,486.00
1	1	2	Custodial Supplies	199-51-6315-00-130-y-99-000-y	\$14,176.00
1	1	3	Funds for paper	199-11-639-00-130-y-25-000-y	\$2,000.00
1	1	4	General supplies	199-31-6399-00-130-Y-99-000-Y	\$1,300.00
1	1	4	Pre-K3 and Pre-K4 Printer Toners for copies of CPALLS reports and activities	199-13-6399-65-130-Y-99-4yr-y	\$2,000.00
1	1	4	CPALLS Reorts for Pre-K3 and PreK-4	199-13-6396-00-130-Y-99-4yr-y	\$0.00
1	1	4	Instructional Resoucres	199-11-6494-00-130-u-11-000-y	\$4,000.00
1	1	5	General Supplies	199-23-6399-00-130-y-30-0f2-y	\$6,500.00
6	1	1	food and refreshments	199-61-6499-53-130-y-99-000-Y	\$0.00
9	1	4	small trophies, ribbons, certificates, and plaques	199-11-6498-00-130-Y-11-000-Y	\$5,000.00
Sub-Total					\$41,462.00
Budgeted Fund Source Amount					\$41,462.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Ink	162-11-6399-12-130-y-30-000-y	\$2,000.00
1	1	2	Instructional resources-STAAR cooach, mentoring minds	162-11-6399-00-130-Y-30-000-Y	\$15,000.00
1	1	3	Funds for paper	162-11-6396-00-130-y-30-000-y	\$3,000.00
1	1	5	software for computer educational programs -	162-11-6649-62-130-Y-30-000-Y	\$0.00
7	1	9	1 FTE Dean of Instruction	162-13-6119-31-130-Y-30-000-Y	\$0.00
8	1	6	Instructional Desktop Computers	162-11-6649-62-130-Y30-TEC-Y	\$10,000.00
8	1	6	Software for new desktops	162-11-6395-62-130-Y30-TEC-Y	\$0.00
8	1	6	Supplies and Materials - LCL-DEFI 2nd grade	162-11-6398-62-130-Y-30-TEC-Y	\$0.00
8	1	6		162-11-6395-62-130-Y-30-TEC-Y	\$0.00
9	1	1	Supplies	162-61-6399-00-130-Y-30-WTF-Y	\$0.00
9	1	4	Awards and Incentives	162-11-6498-00-130-y-11-000-y	\$5,000.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	2	Extra Duty Pay (SSI)	162-11-6118-00-130-Y-30-SSI-Y	\$7,420.00
9	2	2	Extra Duty Pay	162-11-6118-00-130-Y30-000-Y	\$124,000.00
9	2	2	Extra Duty Pay Extended	162-11-6118-130-y-30-asp-y	\$0.00
Sub-Total					\$166,420.00
Budgeted Fund Source Amount					\$166,420.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Funds for paper	163-11-6396-00-130-y-25-000-y	\$0.00
1	1	4	Instructional teacher resources	163-11-6399-00-130-y-25-000-y	\$5,000.00
7	1	1	Bilingual Funds for Sub		\$4,800.00
Sub-Total					\$9,800.00
Budgeted Fund Source Amount					\$9,800.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Resources	166-11-6399-00-130-y-23-094-y	\$3,560.00
Sub-Total					\$3,560.00
Budgeted Fund Source Amount					\$3,560.00
+/- Difference					\$0.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Funds for G.T. destination imagination	199-11-6399-00-130-y-21-000-Y	\$1,472.00
Sub-Total					\$1,472.00
Budgeted Fund Source Amount					\$1,472.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Resources	211-11-6399-00-130-Y-30-of2-Y	\$18,240.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Funds for paper	211-11-6396-00-130-y-30-OF2-Y	\$0.00
1	1	4	(211 Funds) for Ink & instructional teacher resources	211-11-6399-00-130-Y-of2-Y	\$0.00
1	1	4	General Supplies	211-31-6399-00-130-y-30-of2-y	\$1,000.00
1	1	5	Resources needed for DEAN	211-23-6399-00-130-y-30-of2-y	\$3,000.00
1	1	6	Conferences	211-13-66411-23-130-y-30-ayp-y	\$5,000.00
1	1	6	Conferences for Administration	211-23-6411-23-130-y-30-AYP-y	\$0.00
1	3	2	supplemental pay for teachers	212-11-6118-00-130-Y-24-OF2-Y	\$0.00
6	1	1	Supplies	211-61-6399-00-130-y-30-of2-y	\$900.00
6	1	1	Technology	211-61-6499-53-130-y-30-of2-y	\$900.00
6	1	1	Employee Travel	211-61-6411-00-130-y-30-of2-y	\$900.00
7	1	4	registration, travel fee for RGVSA 3 teachers	211-61-6411-00-130-Y-30-of2-Y	\$0.00
7	1	7	Professional Development for Empowering Writers	211-13-6411-23-130-y-30-of2-y	\$0.00
7	1	7	Substitutes	211-13-6112-00-13-y-30-AYP	\$0.00
7	1	8	FTE's for insructional assistants	211-11-6129-00-130-Y-30-OF2-Y	\$0.00
8	1	6		211-11-6398-62-130-Y-30-OF2Y	\$105,957.00
8	1	6	capital outlay: projectors, document cameras, laptops, desktop	211-11-6649-62-130-Y-30-of2-Y	\$0.00
8	1	6	projector bulbs	211-11-6399-00-130-Y-30-of2-y	\$0.00
8	1	6	Capital Outlay	211-11-6399-00-130-y-30-of2-y	\$0.00
8	1	6	Capital Outlay Administration	211-23-6399-00-130-y-30-of2-y	\$5,000.00
8	1	12	computer lab aide	211-11-6129-06-130-Y-30-OF2-Y	\$0.00
9	1	4	small trophies,ribbons,certificates, and plaques	211-11-6498-00-130-Y-30-OF2-Y	\$0.00
9	2	1	supplies, clothing, and hygiene products	212-11-6399-00-130-Y-24-OF2-Y	\$0.00
9	2	1	general supplies	212-11-6399-00-130-Y-24-OF2-Y	\$0.00
9	2	2	Extra Duty Pay	211-11-6118-00-130-y-24-asp-y	\$0.00
9	2	2	Extended Day Para Overtime	211-11-6121-00-130-y-24-asp-y	\$0.00
9	2	7	Conference Expenses	211-13-6411-23-130-Y-30-AYP-Y	\$0.00
<b>Sub-Total</b>					\$140,897.00
<b>Budgeted Fund Source Amount</b>					\$140,897.00
<b>+/- Difference</b>					\$0.00

212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	4	incentives, awards	212-11-6399-00-130-y-24-0f2-y	\$350.00
Sub-Total					\$350.00
Budgeted Fund Source Amount					\$350.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Materials	263-11-6399-00-130-Y-25-000-Y	\$9,016.00
Sub-Total					\$9,016.00
Budgeted Fund Source Amount					\$9,016.00
+/- Difference					\$0.00
Grand Total					\$372,977.00