Brownsville Independent School District

Gonzalez Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: December 14, 2021

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"*.

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Comprehensive Needs Assessment

Revised/Approved: June 10, 2021

Demographics

Demographics Summary

Gonzalez Elementary presently serves approximately 622 students in grades PreK3 to 5th through a variety of specialized programs designed to meet the needs of its diverse student population including the GT and Sepcial Ed population. According to the 2019 - 2020 TAPR report of our campus profile, 99.5% of the student population is Hispanic and 88.3% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 48.9% are classified as English Language Learners and a majority are English/Spanish bilingual.

The mobility rate for the campus is 15.2%. A total of 525 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 3.53%. The Attendance rates for the 2020-2021 school year is 96% for all students.

Review of CIP and CNA - June 10, 2021

Review of CIP and CNA - September 16, 2021

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 2022 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: Basesd on the 2020 - 2021 attendance rate of 96% 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. **Data Analysis/Root Cause:** 2020 - 2021 BOY, MOY, and EOY 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:** 2021 EOY District Benchmark Scores

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.

For the 2021 - 2022 school year the Accountability Rating was not rated due to a declared State of Disaster.

3rd - 5th Grade All Students 2021 STAAR Summary:

Reading 57%, Math 46%, Writing 34%, Science 44%

3rd - 5th Grade All Students 2020 STAAR Summary:

Due to the cancellation of spring 2020 STAAR due to the COVID-19 pandemic, the Performance Section of the 2019 - 2020 report is not updated.

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

Reading 94%, Math 94%, Writing 88%, Science 97%

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%

Data from TEA 2020 Systems Safeguards-Performance and Participation Data Table is not updated due to the cancellation of the STAAR due to the COVID-19 Pandemic.

Data from TEA 2019 System Safeguards- Performance and Participation Data Table

Reading: At Risk (100%), Economic Disadvantage (100%), Hispanic(100%), White (-0%), Female (100%), Male (100%),Gifted and Talented (100%), Migrant (*), Special Education (100%), ELL (99%)

 Writing: At Risk (100%), Economic Disadvantage (100%), Hispanic (100%), White (-%), Female (100%), Male (100%), Gifted and Talented (100%), Migrant (*), Special Education (100%), ELL (99 %)

 Math: At Risk (99%), Economic Disadvantage (100 %), Hispanic (100%), White (-%), Female (99%), Male (100%), Gifted and Talented (93.31%), Migrant (*), Special Education (100%), ELL (99 %)

Science: At Risk (09 %), Economic Disadvantage (99%), Hispanic (100%), White (- %), Female (99%), Male (100%),Gifted and Talented (100%), Migrant (*), Special Education (100%), ELL (99%)

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 94%, Math increase from 93% to a 94%, Writing increased from an 84% to 88%, and Science increased from a 90% to a 97%.

Student Learning Strengths

Overall scores in the 2019 STAAR Performance include: Reading 94%, Math 94%, Writing 88%, and Science 97%. 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.

For the 2021 - 2022 school year, we will be using supplemental online programs. The students will be using Imagine Learning Reading, Imagine Learning Math, K-12 Summit. The teachers have access to StemScope.

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. **Data Analysis/Root Cause:** 2020 - 2021 BOY, MOY, and EOY District Benchmark Scores

Need Statement 2 (Prioritized): The teachers, counselors, nurse, and office staff will be allotted funds to purchase supplemental instructional materials through approved vendors in order to improve class and instruction to supplement the reading, math, writing, and science curriculum. **Data Analysis/Root Cause:** Due to Covid-19, the learning gap has increased.

Need Statement 3 (Prioritized): Increase the percentage of LEP and Special Education STAAR Scores 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 4 (Prioritized): Increase technology knowledge by providing campus training sessions to the staff on usage of Interactive Panels, computer software, Google Meets, SeeSaw, Google classroom, Imagine Learning, K-12 Summit, and StemScope pertinent to instruction. **Data Analysis/Root Cause:** There is an increased need in the use of technology.

Need Statement 5 (Prioritized): Teachers are in need of upgraded technology resources such as printers, Interactive Panel TV's, IPads, Laptops, Chromebooks, Projectors, Tablets, Computers, and instructional software in order to improve student learning and improve STAAR, TELPAS, TPRI, Tejas, Lee, and CPALLS results. **Data Analysis/Root Cause:** There is an increase in the need for upgraded technology due to the implementation of Nearpod, Imagine Learning Math and Reading, Stemscopes, and Flocabulary.

Need Statement 6 (Prioritized): Teachers and administrators will be granted the opportunity for professional development growth by attending 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 7 (Prioritized): A need to provide professional growth/training to teachers and administrators in order to increase LEP STAAR scores and increase TELPAS scores to 50% of students advancing a level. **Data Analysis/Root Cause:** 2020 - 2021 BOY and MOY District Benchmark Data and TELPAS Report

Need Statement 8 (Prioritized): A need to print out end of six weeks Checkpoint Test and other assessments. **Data Analysis/Root Cause:** 2020 - 2021 BOY and MOY District Benchmark Data

School Processes & Programs

School Processes & Programs Summary

Gonzalez's certified faculty is comprised of the following: 34 classroom teachers – Pre-Kinder3 to fifth, 5 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
- Teacher-Student Ratios 22:1
- All of 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.
- Chromebook are provided for upper grades/ IPads for the lower grades.
- 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 – 5th)
- Admin. Consistently monitor instruction by visiting classrooms

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (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 2 (Prioritized): Teachers are in need of upgraded technology resources such as printers, Interactive Panel TV's, IPads, Laptops, Chromebooks, Projectors, Tablets, Computers, and instructional software in order to improve student learning and improve STAAR, TELPAS, TPRI, Tejas, Lee, and CPALLS results. **Data Analysis/Root Cause:** There is an increase in the need for upgraded technology due to the implementation of Nearpod, Imagine Learning Math and Reading, Stemscopes, and Flocabulary.

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, Imagine Learning, K-12 Summit, and StemScope pertinent to instruction. **Data Analysis/Root Cause:** There is an increased need in the use of technology.

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

Perceptions

Perceptions Summary

Our Parent Center, staffed by volunteers, 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/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 Committee5.

4. Active partipation 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 make home visits to improve the attendance rates. **Data Analysis/Root Cause:** The attendance goal is below 97.5%

Need Statement 4 (Prioritized): Need to increase the participation of all students in the district U.I.L. Competitionn. **Data Analysis/Root Cause:** Students are not as likely to want to participate in the U.I.L. activities.

Priority Need Statements

Need Statement 1: The campus will work on increasing the attendance rate to a 97.5% by the end of May 2022 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: Basesd on the 2020 - 2021 attendance rate of 96% is still below the 97.5% end of the year goal.

Need Statement 1 Areas: Demographics

Need Statement 5: 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.

Data Analysis/Root Cause 5: 2020 - 2021 BOY, MOY, and EOY District Benchmark Scores

Need Statement 5 Areas: Demographics - Student Learning

Need Statement 8: 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 8: Gaps seen between All students and the at-risk sub-populations..

Need Statement 8 Areas: School Processes & Programs

Need Statement 9: 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 9: The parent survey shows a need to increase the number of parents attending Parental Engagement meetings.

Need Statement 9 Areas: Perceptions

Need Statement 7: The teachers, counselors, nurse, and office staff will be allotted funds to purchase supplemental instructional materials through approved vendors in order to improve class and instruction to supplement the reading, math, writing, and science curriculum.

Data Analysis/Root Cause 7: Due to Covid-19, the learning gap has increased.

Need Statement 7 Areas: Student Learning - School Processes & Programs

Need Statement 3: Teachers are in need of upgraded technology resources such as printers, Interactive Panel TV's, IPads, Laptops, Chromebooks, Projectors, Tablets, Computers, and instructional software in order to improve student learning and improve STAAR, TELPAS, TPRI, Tejas, Lee, and CPALLS results.

Data Analysis/Root Cause 3: There is an increase in the need for upgraded technology due to the implementation of Nearpod, Imagine Learning Math and Reading, Stemscopes, and Flocabulary.

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

Need Statement 10: 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 10: Performance data shows that the economically disadvantaged students' scores need to be maintained or increased in comparison to all students.

Need Statement 10 Areas: Perceptions

Need Statement 4: Increase the percentage of LEP and Special Education STAAR Scores in all the content areas by providing small group instruction, tutorials, Saturday tutorials, and extended day programs.

Data Analysis/Root Cause 4: As per the STAAR Performance Data the LEP and Special Education students performed lower than all students.

Need Statement 4 Areas: Student Learning

Need Statement 2: Increase technology knowledge by providing campus training sessions to the staff on usage of Interactive Panels, computer software, Google Meets, SeeSaw, Google classroom, Imagine Learning, K-12 Summit, and StemScope pertinent to instruction.

Data Analysis/Root Cause 2: There is an increased need in the use of technology.

Need Statement 2 Areas: Student Learning - School Processes & Programs

Need Statement 13: Need to make home visits to improve the attendance rates.

Data Analysis/Root Cause 13: The attendance goal is below 97.5%

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: Students are not as likely to want to participate in the U.I.L. activities.

Need Statement 14 Areas: Perceptions

Need Statement 6: Teachers and administrators will be granted the opportunity for professional development growth by attending training sessions in the areas of Reading, Writing, Math, Science, and Technology.

Data Analysis/Root Cause 6: Benchmark scores indicate the need to ensure training and supports for implementation.

Need Statement 6 Areas: Student Learning

Need Statement 11: A need to provide professional growth/training to teachers and administrators in order to increase LEP STAAR scores and increase TELPAS scores to 50% of students advancing a level.

Data Analysis/Root Cause 11: 2020 - 2021 BOY and MOY District Benchmark Data and TELPAS Report

Need Statement 11 Areas: Student Learning

Need Statement 12: A need to print out end of six weeks Checkpoint Test and other assessments.

Data Analysis/Root Cause 12: 2020 - 2021 BOY and MOY District Benchmark Data

Need Statement 12 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 17, 2021

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 2021 STAAR percent Approaches, Meets, and Masters Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 2 percentage points.

El desempeno de los estudiantes de Gonzalez, en todos los grados, y todas las materias superara el porcentaje de enfoques, logros y maestria del nivel de grado de 2021 STAAR y el rendimiento del nivel de grado de maestria de STAAR en lectura, escritura, matematicas, ciencias y estudios sociales en 2 puntos de porcentaje.

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

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: 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:	Nov	Jan	Mar	June
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 Imagine Reading EPIC Brindar a los estudiantes oportunidades para aumentar la fluidez para leer de forma independiente libros y revistas de gran interes con el fin de obtener una apreciacion por la literatura mediante el uso de lo siguiente; Lector acelerado	20%	35%	85%	

Registro de lectura
Leer en voz alta
Software STARFALL
Dot Day - septiembre
Desfile de personajes - octubre
Lectura Spooktacular -Octubre
Noche de literatuda - noviembre
Semana Internacional de la literatuda
Fiesta Cafe- febrero
Leer en toda America - marzo
Semana del Nino Pequeno
12 dias de diciembre
Relajarse con los libros - enero
Imagine Learning
EPIC

Milestone's/Strategy's Expected Results/Impact: Formative:
Accelerated Reading Reports
Reading Logs
TPRI/TEJAS Lee
MClass
CPALLS
TELPAS
K-12 Summit
Lexia Usage Reports
Unique Learning Reports

Summative:
TERANOVA/SUPERA
TELPAS/AMAOS
PBMAS
Benchmarks
C-PALLS
STAAR Results

Staff Responsible for Monitoring: Principal
Dean of Instruction
Bilingual PreK-5 Teachers

Population: PK3-5th Grade TI MI LEP SE AR G.T. DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 2 Details	Reviews			
Strategy 2: Implement interventions through the 3 tier RTI model in order to support student academic growth and success in the areas of Reading/ Writing/ Math & Science.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Purchase of supplemental instructional resources such as:
-STAAR Coach
-Mentoring Minds "Think Up"
-Motivation Reading
-Student Planners
-Language Enrichment
-Reading Readiness
-TXGrade (StemScopes)
EduSmart
Discovery Education
Legends of Learning

25%   35%   80%

Implementar intervenciones a traves del modelo RTI de 3 niveles para apoyar el crecimiento academico y el exito de los estudiantes en las areas de Lectura / Escritura / Matematicas y Ciencias.

Compra de recursos educativos suplementarios como:
-Entrenador STAR
-Mentes mentores "Piensa"
-Lectura de motivacion
-Planificadores de estudiantes
-Enriquecimiento del lenguaje
-Disposicion de lectura
-TXGrade (StemScopes)
EduSmart
Educacion de descubrimiento
Leyendas del aprendizaje

Milestone's/Strategy's Expected Results/Impact: Formative:
Classroom observations
Pre/Post Tests
Texas Primary Reading
Inventory (TPRI)/TEJAS Lee)
MClass
HB 1886 Screener
C-PALLS
LION
Progress Monitoring
Benchmark Results
Student Planners
Summative:
STAAR
TERANOVA/ SUPERA
Texas English Language
Proficiency Assessment
System (TELPAS)
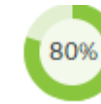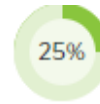
Lexia Software
Unique Learning software
Staff Responsible for Monitoring: Dean of Instruction
Dys. & Sp.Ed. Teachers, Reg. Ed. Teachers
Campus RTI Coord.
Campus 504 Coord

Schoolwide and Targeted Assistance Title I Elements: 2.5 - **Population:** PK3-5th Grade TI MI LEP SE AR
G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Funding Sources: 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 - $16,494, Instructional Resources - 199 Local funds - 199-11-6399-00-130-y-99-00-y - $12,566,
Custodial Supplies - 199 Local funds - 199-51-6315-00-130-y-99-000-y - $7,000, Ink - 162 State Compensatory
 - 162-11-6399-12-130-y-30-000-y - $0

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Daily Journal writing	30%	60%	85%	

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
Lone Star (Writing Fast Focus & Reading STAAR Gauntlet RL Plus)
Additional instructional resources will be purchased & implemented in the class including the purchase of supplies.
Copy Paper

Los estudiantes tomaran evaluaciones de monitoreo de progreso / evaluaciones de punto de control al final de las seis semanas y las pruebas de otono y primavera proporcionadas por el distrito / campus para monitorear el desempeno de los estudiantes en la preparacion de las pruebas obligatorias del estado (STAAR) y para ayudar a los maestros a determinar los objetivos de instruccion en las areas de : Lectura / Escritura / Matematicas / Ciencias.

Escritura de diario diario
Muestras de escritura semanales entregadas al director

Muestras de escritura de la clase entregadas al decano cada 6 semanas
Escritura de composicion
Actividades diarias de revision
Duplicacion de puntos de referencia
Programa Eduphoria-AWARE
TANGO Trends
Puntos de referencia del distrito-campus
Lone Star (Writing Fast Focus & Reding STAAR Gauntlet RLA Plus
Se compraran e implementaran recursos educativos adicionales en la clase, incluida la compra de suministros.
papel para copias

Milestone's/Strategy's Expected Results/Impact: Formative:
Benchmark testing
TPRI/ Tejas Lee
MClass
Student Assessments
Classroom obs.
Lesson plans
Data meetinigs

Etazo

Summative:
STAAR scores
TELPAS
TERANOVA/SUPERA
Staff Responsible for Monitoring: Principal
Dean of Instruction
Lead Teachers
ARE dept.
C & I dept. specialist

Population: PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Funding Sources: Funds for paper - 211 Title I-A - 211-11-6396-00-130-y-30-OF2-Y - $4,000, Funds for paper - 162 State Compensatory - 162-11-6396-00-130-y-30-000-y - $5,000, 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 - $5,700

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Teachers, librarian, counselors, nurse, and office will be allotted funds to purchase instructional materials, E-books, High demand books, and general supplies through district approved vendors in order to improve class instruction and supplement the reading, writing, math & science curriculum.	**Nov**	**Jan**	**Mar**	**June**
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.	15%	30%	95%	

A los maestros, bibliottecario, consejeros, enfermeras y oficinas se les asignaran fondos para comprar materiales de instruccion. libros electronicos, libros de alta demanda, suministros general a traves de proveedores aprobados por el distrito para mejorar la instruccion en clase y complementar el plan de estudios de lectura, escritura, matematicas y ciencias.

Los maestros lideres de nivel de grado y la administracion recibiran anualmente cartuchos de tinta y toners de impresora para sus impresoras a fin de brindarles a los maestros la informacion pertinente.

Milestone's/Strategy's Expected Results/Impact: Formative:
Benchmark testing
TPRI/ Tejas Lee
MClass
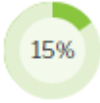Reading Fluency

Summative:
Teacher Observation
TELPAS
TERANOVA/ SUPERA

Staff Responsible for Monitoring: Principal
Dean of Instruction
Asst. Principal
Lead Teacher

Schoolwide and Targeted Assistance Title I Elements: 2.4 - **Population:** Teachers PK3-5th Grade - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 29, 2021

Funding Sources: (211 Funds) for Ink & 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 - $3,000, Instructional Materials - 263 Title III-A Bilingual - 263-11-6399-00-130-Y-25-000-Y - $5,440, General supplies - 199 Local funds - 199-31-6399-00-130-Y-99-000-Y - $500, 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 , CPALLS Reorts for Pre-K3 and PreK-4 - 199 Local funds - 199-13-6396-00-130-Y-99-4yr-y - $3,600, Instructional Resoucres - 199 Local funds - 199-11-6494-00-130-u-11-000-y, General Supplies - 211 Title I-A - 211-31-6399-00-130-y-30-0f2-y - $1,000, Comic Plus E-books - 281 ESSER II Grant Funds - 281-12-6299-00-130-Y-99-OCG-Y - $701.25, Library - 199 Local funds - 199-12-6399-42-130-y-99-000-y - $2,000

Strategy 5 Details	Reviews

Strategy 5 Details	Reviews			
Strategy 5: Build a foundation of reading and math . Provide district-wide instructional resources	**Formative**			**Summative**
and computer assisted instruction that reinforces implementation of the BISD curriculum and	**Nov**	**Jan**	**Mar**	**June**
initiatives including (but not limited to) professional development based on identified needs. Ellevation, AWARE, Eduphoria Language Enrichment Tango, Pearson Reading Sharon Wells Math Inclusion, Dyslexia Lab Cognitive Routines/Strategies Protocols -Science materials -Science composition notebook EduSmart Imagine Learning Math Imagine Learning Reading K-12 Summit (bilingual students) Stemscopes Discovery Education Legends of Learning Construir una base de lectura y matematicas. 1) Proporcionar recursos educativos en todo el distrito. e instruccion asistida por computadora que refuerza implementacion del plan de estudios de BISD y iniciativas que incluyen (pero no se limitan a) desarrollo profesional basado en identificados necesidades. Ellevation, AWARE, Eduphoria Enriquecimiento del lenguaje Tango, Pearson Lectura y Sharon Wells matematicas Inclusion, laboratorio de dislexia Rutinas / estrategias cognitivas protocol -Materiales cientificos -Cuaderno de composicion cientifica -EduSmart Imagine Learning Math Imagine Learning Reading K-12 Summit (estudiantes bilingues) Stemscope Educacion de descubrimiento leyendas del aprendizaje	45%	60%	85%	

Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Teacher made Tests Walk-through observations Lesson plans Daily schedules SUMMATIVE: Science STAAR scores will increase to 90%. **Staff Responsible for Monitoring:** Principal Dean of Instruction Lead Teacher Reading Specialists **Population:** K-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** 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, General Supplies - 199 Local funds - 199-23-6399-00-130-y-30-0f2-y - $8,500			

Strategy 6 Details	Reviews			
Strategy 6: Students will participate in campus science fair, and District science fair to learn and apply the skills of scientific investigation and reasoning.	Formative			Summative
	Nov	Jan	Mar	June
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: Notebooks, word walls, graphic organizers, voc. development and Questioning techniques for STAAR preparation. Los estudiantes participaran en el campus feria de ciencias y feria de ciencias del Distrito para aprender y aplicar las habilidades de la investigacion cientifica y el razonamiento. Los maestros asistiran a la conferencia RGVSA para preparar mejor a los estudiantes para sobresalir en las evaluaciones estatales y TEKS de ciencias. Capacitacion de mantenimiento para maestros de aula para abordar el uso de: Cuadernos, paredes de palabras, organizadores graficos, voc. desarrollo y Tecnicas de cuestionamiento para Preparacion STAAR. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Campus Science Fair outcomes & student participation SUMMATIVE: District Science Fair results & participation outcomes **Staff Responsible for Monitoring:** Dean of Instruction Third-fifth grade teachers Science Specialists **Population:** 3rd-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** January 14, 2022 **Funding Sources:** Conferences - 211 Title I-A - 211-13-66411-23-130-y-30-ayp-y, Conferences for Administration - 211 Title I-A - 211-23-6411-23-130-y-30-AYP-y	25%	100%	100%	

Strategy 7 Details	Reviews			
Strategy 7: Teachers will have students enter daily science, reading and math topics into their interactive notebooks/journals in order to summarize daily & weekly concepts.	Formative			Summative
	Nov	Jan	Mar	June
Los maestros haran que los estudiantes ingresen temas diarios de ciencia, lectura y matematicas en sus cuadernos / diarios interactivos para resumir los conceptos diarios y semanales. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: PMA /Benchmark Scores Student Performance Teacher Observation **Staff Responsible for Monitoring:** Dean of Instruction Third-fifth grade teachers C & I Specialists **Population:** 3rd-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	20%	60%	90%	

Strategy 8 Details	Reviews			
Strategy 8: 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.	Formative			Summative
	Nov	Jan	Mar	June
Implementar y exhibir muros de palabras para mejorar el contenido literario y el desarrollo del vocabulario de los estudiantes en lectura, matematicas, estudios sociales y ciencias, asi como establecer una biblioteca basada en la ciencia con recursos para mejorar la alfabetizacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs TERANOVA, SUPERA, TELPAS SUMMATIVE: Science STAAR scores will increase to 90%. **Staff Responsible for Monitoring:** Principal Dean of Instruction Lead Teacher Curriculum Specialists **Population:** PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	15%	55%	95%	

Strategy 9 Details	Reviews			
Strategy 9: Implementation of Constitution Day Activities campus wide initiative will promote citizenship and meet the needs of the students and ensure their success.	Formative			Summative
	Nov	Jan	Mar	June
Students will be able to recite Preamble to the Constitution; practice through morning announcements. La implementacion de las actividades del Dia de la Constitucion en todo el campus promovera la ciudadania y cumplira con las necesidades de los estudiantes y asegurar su exito. Los estudiantes podran recitar el Preambulo de la Constitucion; practica a traves de anuncios matutinos. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE/ SUMMATIVE Students recite Preamble to the Constitution daily & implement Constitution Day Activities in class **Staff Responsible for Monitoring:** Dean of Instruction Administrators Lead Teachers SS Curriculum Specialist **Population:** PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	25%	60%	90%	

Strategy 10 Details	Reviews			
	Formative			**Summative**
Strategy 10: In collaboration with the school counselors and the librarian, campus Personnel will ensure that the district initiative to provide social emotional learning is implemented. Books will be purchased to help students and staff with social and emotional needs. Purchase books that support social and emotional needs of all patrons. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs TERANOVA, SUPERA, TELPAS SUMMATIVE: Science STAAR scores will increase to 90%.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dean Principal **Population:** PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 29, 2021 **Need Statements:** Student Learning 2 - School Processes & Programs 4 **Funding Sources:** Books that support social and emotional needs of all patrons. - 281 ESSER II Grant Funds - 281-12-6329-00-130-Y-99-OCG-Y - $14,000	60%	70%	95%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 2: The teachers, counselors, nurse, and office staff will be allotted funds to purchase supplemental instructional materials through approved vendors in order to improve class and instruction to supplement the reading, math, writing, and science curriculum. **Data Analysis/Root Cause**: Due to Covid-19, the learning gap has increased.

School Processes & Programs
Need Statement 4: The teachers, counselors, nurse, and office staff will be allotted funds to purchase supplemental instructional materials through approved vendors in order to improve class and instruction to supplement the reading, math, writing, and science curriculum. **Data Analysis/Root Cause**: Due to Covid-19, the learning gap has increased.

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 2022 results.

El desempeno en la primera infancia de Gonzalez aumentara en 5 puntos porcentuales con respecto a los resultados de fin de ano 2022.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: PreK-3 and PreK-4 Teachers will receive curriculum updates at the district level every 6 weeks.	**Formative**			**Summative**
Heggerty Literacy Resources, LLC, Ignite by HATCH, Ready Rosie, by SAVVAS, CIRCLE training, PA All Day, Lenguaje y Lectura	**Nov**	**Jan**	**Mar**	**June**
Los maestros de PreK-3 y PreK-4 recibiran actualizaciones del plan de estudios a nivel del distrito cada 6 semanas. Recursos de alfabetizacion Heggety, LLC, encender por HATCH, Listo Rosie port SAVAAS, CIRCLE training, Lenguaje y Lectura, Fonologia todo el dia	30%	60%	80%	
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Classroom observations Summative: 3 Cheers for PreKinder Report EOY CPALLS results				
Staff Responsible for Monitoring: Dean of Instruction Administrators Lead Teacher Early Childhood Specialists				
Population: PreK-3 & PreK-4 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% 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.

El 80% de los estudiantes migrantes estaran al nivel de grado dentro de 2 anos y el 70% estara en el nivel de grado Cumple para todas las evaluaciones STAAR.

Strategy 1 Details	Reviews			

Strategy 1: PFS students will receive supplemental support services before other migrant students to ensure that the requirements delineated by ESSA are addressed.
 	
Resources to be used for the PFS Migrant students include the NGS PFS report.
 	
Los estudiantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes para garantizar que se aborden los requisitos delineados por ESSA.
 	
Los recursos que se utilizaran para los estudiantes migrantes de PFS incluyen el informe NGS PFS.
 	
POPULATION: PFS Migrant Students
TIMELINE: Aug. 2019-May 2020
    Milestone's/Strategy's Expected Results/Impact: Formative:
 	
    NGS Campus Reports
 	
    Summative:
    Completed PFS Monitoring Tool
    Staff Responsible for Monitoring: Federal Program Administrator
    Campus Administrators
    Campus Clerks
 	
    Population: PFS Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	Formative			Summative

	Nov	Jan	Mar	June
	25%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: 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.	**Nov**	**Jan**	**Mar**	**June**
	25%	70%	80%	

Materials: Mentoring Minds
        "Think Up"
        Dictionaries

Las tutorias estaran disponibles para los estudiantes migrantes de tercer a quinto grado, incluidos los estudiantes de PFS. Los estudiantes de PFS seran identificados a traves de la Oficina de Migracion y la Oficina de Entrada de Datos. Todos los migrantes y PFS asistiran a Extended Day para proporcionarles las herramientas necesarias para completar sus tareas asignadas, brindandoles asi la misma oportunidad de enfrentar los desafios academicos de todos los estudiantes.

Materiales: Mentes de tutoria
        "Idear"
        Diccionarios

Milestone's/Strategy's Expected Results/Impact: Formative:
NGS Campus Reports

Summative:
Completed Request for Supplemental
Support Form with student NGS
Number and Parent and
Student signatures

Master schedule for Tutorials Benchmark results
Teacher lesson plans
Tutorial Attendance sheets

Staff Responsible for Monitoring: Federal Programs
Administrator
Campus
Administrators
Tutorial teacher(s)
Principal
Dean

Schoolwide and Targeted Assistance Title I Elements: 2.5 - **Population:** Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Funding Sources: supplemental pay for teachers - 211 Title I-A - 212-11-6118-00-130-Y-24-0F2-Y

Strategy 3 Details	Reviews

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: 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.	**Nov**	**Jan**	**Mar**	**June**
	30%	55%	85%	

Strategy 3: 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.

The teacher will provide extended day services as needed.

Additional Resources to be considered:
CPALLS Results
TPRI Results
MClass
Tejas LEE Results
TERANOVA/SUPERA

Para proteger los datos necesarios para
Acomodar la colocacion en
Suplementario apropiado
oportunidades de instruccion para
Pre-K, Kinder, 1er y 2do grado
estudiantes migrantes pre-prueba y
Los resultados posteriores a la prueba seran utilizados por
maestros y administradores para
determinar los estudiantes migrantes
desempenandose por debajo del nivel de grado.

El maestro proporcionara servicios de dia extendido segun sea necesario.

Recursos adicionales a considerar:
Resultados de CPALLS
Resultados TPRI
Resultados de Tejas LEE
MClass
TERANOVA / SUPERA

    Milestone's/Strategy's Expected Results/Impact: Formative:
    Pre-Assessment Results
    Campus Composites

    Summative:

C PALLS , TPRI, Tejas LEE , MClass
TERANOVA/SUPERA
Post Assessments

Staff Responsible for Monitoring: Federal Program Administrator
Campus Principals
Elementary Teachers

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **Population:** Migrant Students - **Start Date:**
August 17, 2021 - **End Date:** June 2, 2022

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Elementary migrant students will have an equal opportunity to attend the school districts summer	**Nov**	**Jan**	**Mar**	**June**

school programs to ensure promotion
if needed or to participate in the
enrichment migrant summer
program.

Resources needed include:
Project SMART Summer Program
All Non-Migrant Summer School
Programs
NGS Currently Enrolled Report

Los estudiantes migrantes de primaria
tener la misma oportunidad de asistir
el verano del distrito escolar
programas escolares para asegurar la promocion
si es necesario o para participar en el
enriquecimiento migrante verano
programa.

Los recursos necesarios incluyen:
Programa de verano Project SMART
Toda la escuela de verano para no inmigrantes
Programas
Informe de NGS actualmente inscrito

Milestone's/Strategy's Expected Results/Impact: Formative:
Eligibility Lists And
Attendance Sheets

Summative:
Participants Surveys
Teacher Surveys
End-of- Summer
School Programs
Documentation

Staff Responsible for Monitoring: Special Programs Administrator
Campus Principals
Homeroom Teachers

Population: Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

20%   55%   75%
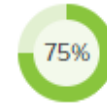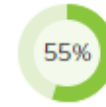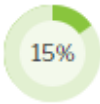
Goal 1: Gonzalez students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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 2021 - 2022 participation.

Aumentar la cantidad de estudiantes en programas cocurriculares y extracurriculares que avanzan en matematicas, ciencias, estudios sociales, ELA, bellas artes y programas CTE en un 5% durante la participacion de 2021 a 2022.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Provide opportunities for all students to participate in curricular courses as well as extracurricular activities in order to develop language usage and improve proficiency.	**Nov**	**Jan**	**Mar**	**June**
UIL Spelling Bee Destination Imagination STEM Science Fair Brindar oportunidades para que todos los estudiantes participen en cursos curriculares y actividades extracurriculares para desarrollar el uso del lenguaje y mejorar la competencia. UIL Concurso de ortografia Imaginacion de destino STEM Feria de Ciencias	15%	45%	90%	
Milestone's/Strategy's Expected Results/Impact: Formative: Benchmark testing schedules and results Summative: STAAR, TERANOVA/ SUPERA, TELPAS, PBMAS, AMAOS, SELP, C-PALLS				
Staff Responsible for Monitoring: Principal Dean of Instruction DI managers Librarian UIL Campus Coordinator Spelling Bee Coordinator				
Schoolwide and Targeted Assistance Title I Elements: 2.4 - **Population:** PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Funds for G.T. destination imagination - 199 G/T Advanced Academics - 199-11-6399-00-130-y-21-000-Y - $1,472				

Strategy 2 Details	Reviews			

Strategy 2: Elementary students will compete in UIL Music Memory as a means of developing aural listening skills.
 	
Los estudiantes de primaria competiran en UIL Music Memory como un medio para desarrollar habilidades auditivas.
    Milestone's/Strategy's Expected Results/Impact: F: Lesson plans
    S: Performance ratings
    Staff Responsible for Monitoring: UIL Coordinator and
    elementary teachers
 	
    Population: 3rd - 5th - **Start Date:** August 17, 2021 - **End Date:** April 23, 2022
	Formative			Summative

	Nov	Jan	Mar	June
	25%	100%	100%	

Strategy 3 Details	Reviews			

Strategy 3: Elementary students will participate in the Celebration of Song ; Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.
 	
Los estudiantes de primaria participaran en la Celebracion de la Cancion; Coro de Honor de Quinto Grado como un medio para presentarles experiencias de interpretacion de conjuntos grandes.
    Milestone's/Strategy's Expected Results/Impact: F: Lesson plans
    S: Audience/student reaction
    Staff Responsible for Monitoring: Supervisor of Choral
    Music and
    elementary music
    teachers
 	
    Population: MI LEP SE AR G.T. DYS - **Start Date:** August 17, 2021 - **End Date:** May 27, 2022
	Formative			Summative

	Nov	Jan	Mar	June
	15%	50%	70%	

Strategy 4 Details	Reviews			

Strategy 4: Elementary visual arts students will participate in BISD district art Competition; exhibition to promote professional growth.
 	
Los estudiantes de artes visuales de primaria participaran en la Competencia de arte del distrito de BISD; exposicion para promover el crecimiento profesional.
    Milestone's/Strategy's Expected Results/Impact: F: Lesson plans
    S: Performance ratings
    Staff Responsible for Monitoring: Supervisor of Visual
    Arts and elementary
    visual art instructors
 	
    Population: MI LEP SE AR G.T. DYS - **Start Date:** August 17, 2021 - **End Date:** April 23, 2022
	Formative			Summative

	Nov	Jan	Mar	June
	35%	60%	85%	

Strategy 5 Details	Reviews			
Strategy 5: The district will provide all fine arts instructors professional development opportunities that will ensure student success.	Formative			Summative
	Nov	Jan	Mar	June
El distrito proporcionara a todos los instructores de bellas artes oportunidades de desarrollo profesional que garantizaran el exito de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** F: Needs assessment S: Evaluations **Staff Responsible for Monitoring:** Principal Dean Department of Fine Arts **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	55%	95%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote energy savings activities to support the implementation of the district's energy savings plan. Air Purifiers were purchased to provide safe clean air.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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 usag **Staff Responsible for Monitoring:** Campus Administration Custodians SBDM District Administration **Population:** PreK3 - 5th grade teachers, Special Assignment teachers, Special Ed teachers, P.E. Staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	50%	70%	

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the campus.	Formative			Summative
	Nov	Jan	Mar	June
Installation of an air conditioning unit in gym Addition of a girls and boys restroom in the gym **Milestone's/Strategy's Expected Results/Impact:** Prioritization of the renovation plan will be based on the results of a campus survey. FORMATIVE: Survey SUMMATIVE: Evaluatin/analysis of survey data **Staff Responsible for Monitoring:** District Administration School Administration Custodians Teachers Staff **Population:** Campus faculty, staff, and administrator - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	35%	35%	
0% No Progress 100% 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 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.

Strategy 1 Details	Reviews			
Strategy 1: The campus will effectively and efficiently use 100% of available budgeted funds for programs based on the needs assessment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: 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.
    Staff Responsible for Monitoring: District Administration
Campus Administration
SBDM
 	
    Population: Pre-K 3 - 5th grade , Special Assignment Teachers, Support Staff, Administrators - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	35%	50%	80%	

0% No Progress 100% 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			
Strategy 1: 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).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
FTE for class size reduction teacher (255 fund) **Milestone's/Strategy's Expected Results/Impact:** Formative: District & Campus Benchmark Scores, Teacher Observations, Student Progress Reports Summative: EOY Student Passing Rates EOY Assessment Scores **Staff Responsible for Monitoring:** Special Programs administrator Federal Programs Admin. Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** TII-A teacher in 5th Grade - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	✕	✕	✕	
0% No Progress 100% 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 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			
Strategy 1: All teachers and staff will participate in teacher appreciation activities and receive teacher tokens of appreciation.	**Formative**			**Summative**
	Nov	Jan	Mar	June
$600 BISD Retention Stipend **Milestone's/Strategy's Expected Results/Impact:** The teacher appreciation calendar will be reviewed monthly for completed activities. Formative: Monthly Review of calendar Summative: EOY Review of Calendar **Staff Responsible for Monitoring:** Campus Administration Counselors Parent Liaison **Population:** PreK3 - 5th grade teachers, Special Assignment, Special Ed, P.E. teachers, and counselors, paraprofessionnals - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	50%	85%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

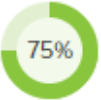| Strategy 1 Details	Reviews			
Strategy 1: The campus will promote the campus accomplishments through the website on a weekly basis.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Weekly news and events will be featured on the campus website.	**Nov**	**Jan**	**Mar**	**June**
FORMATIVE: Monthly review website for information of articles and showcases SUMMATIVE: Website review at EOY **Staff Responsible for Monitoring:** Parent Liaison Counselors Campus Administration District Administration **Population:** Campus faculty and staff, administrators - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	55%	70%	
Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Showcase current accomplishments of faculty, staff,	**Nov**	**Jan**	**Mar**	**June**

students, and major events.

70%   50%   80%

FORMATIVE: Submission of information for articles and showcases

SUMMATIVE: Annual compilation of articles and presentation/showcases
Staff Responsible for Monitoring: Parent Liaison
Counselors
Campus Administration

Population: Campus faculty and staff, and administrators - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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.

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Signed SCC Acknowledgement Forms Agendas and Sign-in forms SUMMATIVE: Composite of end of year documentation **Staff Responsible for Monitoring:** Principals Assistant Principals Campus staff Public Information Parental Involvement **Population:** Parents, Staff, and Community - **Start Date:** August 17, 2021 - **End Date:** September 24, 2021	45%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Completed Referral Forms SUMMATIVE: Composite of end of year documentation **Staff Responsible for Monitoring:** Principals Assistant Principals **Population:** Campus faculty and staff, and administrators - **Start Date:** August 17, 2021 - **End Date:** September 24, 2021	35%	55%	85%	

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: 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. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Agenda Sign-in sheets SUMMATIVE: Session Evaluations **Staff Responsible for Monitoring:** Principals Assistant Principals Counselors RTI Specialist **Population:** Administrators, Teachers - **Start Date:** August 17, 2021 - **End Date:** September 24, 2021	Nov	Jan	Mar	June
	30%	60%	65%	

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development based on level of expertise and need in the following areas:	Formative			Summative
a.) Bullying Prevention b.) Violence/conflict resolution	Nov	Jan	Mar	June
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. h.) SEL - Quaver I.) MTSS to include social-emotional learning J.) trauma-informed care training **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports SUMMATIVE: Session Evaluations **Staff Responsible for Monitoring:** Administrators, Principals, APs, Counselors, Professional Development, Behavioral Specialists RtI Specialist BISD PD **Population:** Administrators, Campus Staff & Faculty - **Start Date:** August 17, 2021 - **End Date:** December 10, 2021	30%	50%	80%	

Strategy 5 Details	Reviews			
Strategy 5: Parent Presentations will be made periodically at campuses	Formative			Summative
Gang Awareness Bullying	Nov	Jan	Mar	June
Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy TAC 11.252 Comprehensive Counseling Program EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Evaluations, Sign-In Sheets, SUMMATIVE: Composite of end of year documentation PEIMS Discipline **Staff Responsible for Monitoring:** Principals Assistant Principals Counselors Parental Involvement **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **Population:** Administrators, Campus Staff & Faculty, Guidance & Counseling Administration, Students and Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	50%	75%	
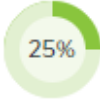
Strategy 6 Details	Reviews			
Strategy 6: Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals in the areas of : Gang Awareness Bullying/ Harassment Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness TAC 11.252 Comprehensive Counseling Program **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Student academic progress number of discipline referrals SUMMATIVE: Counselor student log **Staff Responsible for Monitoring:** Administrator for Guidance & Counseling Campus Admin. Campus Counselors **Population:** Administrators, Faculty, and Staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	30%	65%	80%	

Strategy 7 Details			**Reviews**			

Strategy 7: 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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Weekly review of Campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office **Staff Responsible for Monitoring:** Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk **Population:** All students Pk3-5th including TI MI LEP SE AR DYS GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	55%	85%	

Strategy 8 Details			**Reviews**			

Strategy 8: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
To increase campus student attendance rates and improve student instructional levels. **Milestone's/Strategy's Expected Results/Impact:** Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS **Staff Responsible for Monitoring:** Principal PEIMS Supervisor Attendance Clerk Computer Services Pupil Services **Population:** All students Pk3-5th including TI MI LEP SE AR DYS GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	50%	55%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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			
Strategy 1: Campuses will develop and maintain an Emergency Operations Plan.	Formative			Summative
	Nov	Jan	Mar	June
Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lock down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. 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. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Action Reviews, Sign-In Sheets, Evaluations, Audits SUMMATIVE: Composite of end of year documentation EOP documentation **Staff Responsible for Monitoring:** Principal Assistant Principal BISD Police & Security **Population:** PK3 - 5th grade TI MI LEP SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	25%	50%	75%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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 5% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022. Habra un incremento del 5% de padres involucadros en actividades en la escuela/distrito del 2020 - 2021 al 2021 - 2022.

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

Strategy 1 Details	Reviews			
Strategy 1: 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 with the purpose of educating parents with current information that address issues and expectations that will impact their children's academic and attendance needs. Snacks and beverages will be served. Supplies such as paper, pencils, pens, and markers will also be made available to the parents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
La Escuela Gonzalez tendra juntas semanales durante los tiempos y dias flexibles para discutir los problemas de los padres. Procedimientos de seguridad y cierre total, CIP, SBDM y motivar a los padres a ser voluntarios aperitivos y bebedas seran servidas. Articulos como papel, lapices, boligrafos y marcadores tambien estaran disponibles a los padres. **Milestone's/Strategy's Expected Results/Impact:** Formative: District and Campus Parental Involvement Policy Contact Logs, Composite Report, Monthly Calendar Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist Increase percentage of parent participation Increase percentage of student attendance **Staff Responsible for Monitoring:** Principals Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** Parents/Padres - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** 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, Employee Travel - 211 Title I-A - 211-61-6411-00-130-y-30-0f2-y - $900, Refreshments - 211 Title I-A - 211-61-6499-53-130-Y-30 - $900	25%	55%	85%	

Strategy 2 Details	Reviews			
Strategy 2: Gonzalez Elementary will develop and disseminate a Parent and Family Engagement Policy and the School-Parent-Student compact during flexible meeting days and times so as to delineate how parents of participating Title I-A students will be actively involved at the district/campus level with the intention to increase parent participation. Completar y distribuir a los padres la Poliza de Involucramiento de padres durante la juntas flexibles y tiempos para delinear como los padres participaran activamente en la escuela y en el districto con la intencion de mejorar la participacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: District and Campus Parental Involvement Policy, Contact Logs, Composite Report, Monthly Calendar Summative: Composite of End of Year survey Title I-A Parental Involvement Compliance Checklist, Increase percentage of parent participation and student attendance, and increase student STAAR Scores. **Staff Responsible for Monitoring:** Principal Parent Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** School, Parents, Students Escuela, Padres, Estudiantes - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
	90%	90%	95%	

Strategy 3 Details	Reviews			
Strategy 3: 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. **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **Population:** Parents/Padres - **Start Date:** August 17, 2021 - **End Date:** September 17, 2021	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.	Nov	Jan	Mar	June
Llevar a cabo una encuesta anual para padres de Titulo I para evaluar la eficacia de los esfuerzos de participacion de los padres en el Distrito y / Escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Survey Results Summative: Composite of survey results Title I-A Parental Involvement Compliance Checklist **Staff Responsible for Monitoring:** Principals Parent Liaison Dean **Population:** Parents/Padres - **Start Date:** April 1, 2022 - **End Date:** April 29, 2022	15%	15%	35%	

Strategy 5 Details	Reviews			
Strategy 5: 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:	Formative			Summative
	Nov	Jan	Mar	June
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: Parental Involvement Policy-Poliza de Involucramiento de Padres School-Parent-Student Compact/Convenio de Escuela-Padres- Estudiantes Campus Improvement Plan **Milestone's/Strategy's Expected Results/Impact:** Formative: Calendar Agendas Sign-in Sheets Minutes Fliers PI Policy Compact Parent Representative List Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklist STAAR Results **Staff Responsible for Monitoring:** Principals Parent Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	25%	55%	65%	

Strategy 6 Details	Reviews			

Strategy 6: 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
Polica 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.
    Milestone's/Strategy's Expected Results/Impact: Formative:
    Agendas
    Sign-in sheets
    Fliers
    Brochures
    Handouts
    Session Evaluations
 	
    Summative:
    Discipline Referrals
    STAAR Results
    Staff Responsible for Monitoring: Campus Administrators
 	
    Parent Liaisons
 	
Population: Parents and Community - **Start Date:** August 17, 2021 - **End Date:** September 24, 2021
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 7 Details	Reviews			
Strategy 7: Capitalize on District community resources by creating partnership agreements with agencies and organizations.	Formative			Summative
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.	Nov	Jan	Mar	June
Create partnerships through a campus volunteer program. Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success 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. Cree asociaciones a traves de un programa de voluntario. Reconocer a los socios de la comunidad y a los padres voluntarios por sus esfuerzos para apoyar las metas del distrito /escuela para aumentar el exito de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations Summative: Discipline Referrals STAAR Results **Staff Responsible for Monitoring:** Campus Administrators Parent Liaisons **Population:** Parents and Community - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	70%	100%	

Strategy 8 Details	Reviews			
Strategy 8: Inform campus teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Informar a los maestros del campus durante las reuniones de profesores y de nivel de grado sobre los beneficios acadamicos y no acadamicos de una asociacion solida entre padres y escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign-in Session Evaluations sheets **Staff Responsible for Monitoring:** Campus Administrators Parent Liaisons **Population:** Parents and Community - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 9 Details	Reviews			
Strategy 9: 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. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Survey Results Summative: Composite of survey results **Staff Responsible for Monitoring:** Campus Administrators Parent Liaisons **Population:** BISD Employees, Parents and community - **Start Date:** April 1, 2022 - **End Date:** April 29, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	10%	20%	50%	

Strategy 10 Details	Reviews			
Strategy 10: Provide flexible dates and times for Parent Education opportunities through parent conferences and parent training sessions at Gonzalez Elem. Parent Center to address the needs and/or concerns and to disseminate information, services and/or referrals to agencies that address the needs in the following areas:	Formative			Summative
	Nov	Jan	Mar	June
Building Capacity through training using appropriate equipment and materials for parent and community access to resources 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 Proporcionar fechas y orarios 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: 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 **Milestone's/Strategy's Expected Results/Impact:** Formative: Parent Sign-In Sheets Meeting Agendas Conference Evaluations Summative: Parent Evaluation Survey **Staff Responsible for Monitoring:** Campus Administrators Parent Liaisons **Population:** Parents and Community Members - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	25%	45%	80%	

Strategy 11 Details	Reviews			
Strategy 11: 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)	Formative			Summative
	Nov	Jan	Mar	June
Los fondos se asignar para proporcionar el pago por el kilometraje incurrido mientras se llevan a cabo las responsabilidades de Asistencia y Participacion de los Padres, es decir; Entrenamientos de visitas domiciliarias y reuniones de participacion parental. (El enlace de padres FTE se financiarA! con los fondos del Titulo I) **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly Contact Log Composite Report Summative: Monthly Mileage Log Cash payments **Staff Responsible for Monitoring:** Campus Administrators Parent Liaisons **Population:** Parent Liaison - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	20%	60%	60%	

Strategy 12 Details	Reviews			
Strategy 12: 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.	Formative			Summative
	Nov	Jan	Mar	June
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. **Milestone's/Strategy's Expected Results/Impact:** Academic success for all Pk-2nd grade students EOY Promotion rate **Staff Responsible for Monitoring:** Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC **Population:** Parents of Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	15%	75%	85%	

Strategy 13 Details	Reviews			
Strategy 13: 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.	Formative			Summative
	Nov	Jan	Mar	June
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. **Milestone's/Strategy's Expected Results/Impact:** Timely placement into Interventions. **Staff Responsible for Monitoring:** Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC **Population:** Teachers servicing Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	20%	70%	85%	

Strategy 14 Details	Reviews			
Strategy 14: The Parent Liaison and/or parents will have the opportunity to participate in local,, regional, and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.	Formative			Summative
	Nov	Jan	Mar	June
El enlace de los padres y / o los padres tendran la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para ampliar su conocimiento de las ultimas practicas cientificas basadas en la investigacion para apoyar mejor la instruccion, mejorar la comprension y proporcionar asi un apoyo suplementario mas completo para estudiantes y familias. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly Contact Log Summative: Attendance Log **Staff Responsible for Monitoring:** Parent Liaison	20%	50%	80%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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
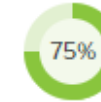
Strategy 1 Details	Reviews			
Strategy 1: Provide Language Arts Professional Development for Elem. ELA teachers in order to implement a comprehensive instructional program for English Language Learners.	**Formative**			**Summative**
TELPAS	**Nov**	**Jan**	**Mar**	**June**

K-12 Summit
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
Imagine Learning Reading
 	
Purchase Language Enrichment materials.
    Milestone's/Strategy's Expected Results/Impact: Formative:
    Classroom Observations for implementation of MClass, TPRI/ TEJAS Lee
    K-12 Summit
    TELPAS
    Benchmark Testing
    Fluency Monitoring Trackers
    HB 1886Screener at-risk for dyslexia (1st grade - MOY & Kinder (EOY))
    504
    HB 1886 Screener
 	
    Summative:
    TELPAS				

STAAR
PBMAS/AMAOS
TERANOVA/SUPERA

Staff Responsible for Monitoring: Principal
Dean of Instruction
Language Arts Specialists
 Lead Teachers

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **Population:** All PK3-5th grade teachers All
Sp.Ed. and Dyslexia teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Funding Sources: Bilingual Funds for Sub - 163 State Bilingual - $5,500

| | 35% | 50% | 75% |

Strategy 2 Details	Reviews			
Strategy 2: 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. Writing Rubric Training ELAR/SLAR TEKS Writable Digital		Formative		Summative
	Nov	Jan	Mar	June
	20%	50%	80%	

Milestone's/Strategy's Expected Results/Impact: Formative:
Benchmark testing
MClass
TPRI/ Tejas Lee
Reading Fluency
Teacher observations
HB 1886 Screener

Summative:
TELPAS
TERANOVA/SUPERA
STAAR Writing/Rdg

Staff Responsible for Monitoring: Principal
Dean of Instruction
Writing Teacher

Population: 1st-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
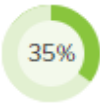
Strategy 3 Details	Reviews			
Strategy 3: Hold vertical and horizontal alignment meetings to share teaching practices and strategies (for Reading/ Writing/ Math/Science) in order to facilitate students to transition from K-5th grade.	Formative			Summative
	Nov	Jan	Mar	June
Including: DOK & Cooperative Learning Strategies	5%	50%	60%	
Resources to be used: TEA WEBSITE TEA RELEASE TESTS STAAR BLUEPRINTS				
Milestone's/Strategy's Expected Results/Impact: Formative: Professional Dev. Evaluations Teacher transcripts Benchmarks Summative: STAAR Results				
Staff Responsible for Monitoring: Principal Dean of Instruction Lead Teachers				
Population: Teachers in PK3-5th Grade - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 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.	Nov	Jan	Mar	June
	30%	55%	75%	

Teachers will learn new and innovative STAAR aligned strategies and achieve higher science assessment scores.

Imagine Learning - Math
Imagine Learning - Reading
STAAR refinement Training
Math, Science, Reading Maintenance training

Milestone's/Strategy's Expected Results/Impact: FORMATIVE:
Sign-in Rosters &
Evaluations
Student Assessments
Classroom Observations
Lesson Plans

SUMMATIVE:
STAAR Science scores will
increase to 90%, STAAR Reading, Writing, & Math will increase to 95% or higher.

Program Evaluation
Surveys
Staff Responsible for Monitoring: Principal
Dean of Instruction
 Science Specialists

Population: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Funding Sources: registration, travel fee for RGVSA 3 teachers - 211 Title I-A - 211-61-6411-00-130-Y-30-of2-Y

Strategy 5 Details	Reviews			
Strategy 5: 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. To provide teachers with appropriate research based strategies in order to meet the needs of the students and ensure their success. Students increase participation in BISD Hispanic Awarenss Month: Dia del Nino Cinco de mayo 16 de septiembre Charro Days Celebration Hispanic Heritage Month	Formative			Summative
	Nov	Jan	Mar	June
	30%	60%	75%	

Milestone's/Strategy's Expected Results/Impact: FORMATIVE:
Teacher made tests
classroom observations
lesson plans
textbook tests

SUMMATIVE:
MClass
TPRI
TERANOVA/SUPERA
Staff Responsible for Monitoring: Principal
Dean of Instruction
Social Studies Specialist

Population: PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: 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.	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: F: Campus audits of teacher training by Advanced Academics F-Sign in sheets F-Agendas S-Monthly campus visits **Staff Responsible for Monitoring:** Adm. for Advanced Academics Campus Admin. GT Teachers Dean Principal **Population:** PK3-5th grade teachers servicing GT students - **Start Date:** August 17, 2021 - **End Date:** December 17, 2021	30%	100%	100%	

Strategy 7 Details	Reviews			
Strategy 7: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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 & Comprehension Empowering Writers Workshop Technology Trainings
 	
Teachers will receive updated Math & 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.
    Milestone's/Strategy's Expected Results/Impact: Formative:
MClass
TPRI/ TEJAS Lee
Benchmark Testing
Fluency Monitoring
HB 1886 Screener for at-risk for dyslexia and/or related disorders (1st - MOY & Kinder EOY)
 	
Summative:
TELPAS
STAAR
PBMAS/AMAOS
TERANOVA/SUPERA
    Staff Responsible for Monitoring: Dean of Instruction
Campus Principal
C & I Specialists
 	
    Population: All PK3-5th grade teachers All Sp.Ed. and Dyslexia teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Funding Sources: Professional Development for Empowering Writers - 211 Title I-A - 211-13-6411-23-130-y-30-of2-y, Substititues - 211 Title I-A - 211-13-6112-00-13-y-30-AYP
	35%	50%	80%	

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: 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.	**Nov**	**Jan**	**Mar**	**June**
Campus instructional aides will assist At-Risk students with core academic activities in order to improve student performance. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Classroom Observations Benchmark Scores Student Progress Reports CLI Engage BOY and MOY Summative: CLI Engage: EOY **Staff Responsible for Monitoring:** Campus Principal Special Programs Administrator Federal Programs Administrator Dean **Population:** All Prek3 and Prek4 students MI TI LEP - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** FTE's for insructional assistants - 211 Title I-A - 211-11-6129-00-130-Y-30-0F2-Y	15%	20%	70%	

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: 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.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: FORMATIVE: ERO Session Evaluation Report ERO Session Attendance Report Lesson plans classroom observations Student progress reports Benchmark scores SUMMATIVE: STAAR **Staff Responsible for Monitoring:** Principal Administrator for State Compensatory Education Dean **Population:** AR, LEP, DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** 1 FTE Dean of Instruction - 162 State Compensatory - 162-13-6119-31-130-Y-30-000-Y	30%	35%	50%	

Strategy 10 Details	Reviews			
	Formative			Summative
Strategy 10: Professional Development for MTSS to include social-emotional learning and trauma-informed care training for administrators, counselors, and teachers	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: PD Evaluation Teacher Transcript **Staff Responsible for Monitoring:** Dean Principal **Population:** Administrators, Teachers, Staff - **Start Date:** November 29, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 29, 2021	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
Strategy 1: All Gonzalez teachers will utilize technology/media to enhance TEKS instruction in all content areas with the use of varied technology including Interactive Panel TV's, computer desk tops, laptops, LCD projectors, Elmos and wide screen smart televisions throughout the year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
All teachers and students will receive training on online safety, online usage, educational software, and technology uses of Interactive Panel TV's, laptops, computers, Smart Boards, projectors, document cameras, and printers. **Milestone's/Strategy's Expected Results/Impact:** Campus School Technology and Readiness Starchart Usage of technology in the classroom will be more evident during the instruction Presentations Walkthroughs Lesson Plans **Staff Responsible for Monitoring:** Principal Dean TST **Population:** Students Pre-K - 5thTI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	50%	65%	85%	

Strategy 2 Details	Reviews			
Strategy 2: 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.	Formative			Summative
	Nov	Jan	Mar	June
Some of the content areas technology will be integrated include use of : EduSmart -Science Based Program Studies Weekly, Social Studies School Service, Legends of Learning Software, S3 Strategies (Countdown for 5th Grade Science), Discovery Education Experience, Ignite by HATCH, Ready Rosie by SAVVAS **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Performance Teacher Observation &l lesson plans SUMMATIVE All teachers will use a computerized grade book and lesson plan for 2019 - 2020 Student performance will increase in the different content areas. **Staff Responsible for Monitoring:** Principal Dean of Instruction TST **TEA Priorities:** Build a foundation of reading and math - **Population:** Teachers servicing students PK3-5TH TI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	25%	55%	85%	

Strategy 3 Details	Reviews			
Strategy 3: PreKinder3-5th grade teachers will print MClass, TPRI/Tejas LEE, /CPALLS, EDI, AWARE, Universal Screener data reports, and RTI activities in order to plan accordingly for differentiated instruction.	Formative			Summative
Resources needed:	Nov	Jan	Mar	June
Ink cartridges for grade level Color Printers for a teacher work station in the Dean's office for reports Black and White printers for a teacher work station in the Dean's office to print activities **Milestone's/Strategy's Expected Results/Impact:** F: Lesson Plans S: BOY, MOY, EOY Reports **Staff Responsible for Monitoring:** PK-5th Grade TST Dean of Instruction **Population:** Teachers servicing students PK3-5TH TI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	20%	60%	85%	

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Nov	Jan	Mar	June
Focus Groups: 1st, 2nd & 4th Grade Resources needed: Computer Lab TELPAS Online Tutorials K-12 Summit **Milestone's/Strategy's Expected Results/Impact:** F: Lesson plans, walkthroughs S: TELPAS Results **Staff Responsible for Monitoring:** Technology Support 2nd-5th Grade Teachers Testing Coordinator Dean of Instruction **Population:** Students 2nd -5TH TI MI LEP SE AR GT - **Start Date:** March 1, 2022 - **End Date:** May 6, 2022	25%	45%	75%	

Strategy 5 Details	Reviews			
Strategy 5: 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.	Formative			Summative
	Nov	Jan	Mar	June
Students will participate in scheduled computer lab time instruction and classroom activities that incorporate technology into all subject areas. Additional Resources needed: Computer lab, COWS, desktops, Software, computer Lab Schedule Ignite License Subscription/Hatch **Milestone's/Strategy's Expected Results/Impact:** Formative: walkthroughs Technology 6 wk grades Student Lab Progress Report Summative EOY grades lesson plans **Staff Responsible for Monitoring:** Computer Lab Manager Dean of Instruction Principal Asst Principal Teachers TST assistant (FTE) **Population:** Teachers servicing students PK3-5TH TI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	50%	90%	

Strategy 6 Details	Reviews			
Strategy 6: 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.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: AR Reports will reflect increase in campus participation **Staff Responsible for Monitoring:** Lead Teachers Librarian Dean of Instruction **Population:** Teachers servicing students in 1st-5TH TI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	35%	65%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning. Future Ready Use of Space and Time

    Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
Strategy 1: Gonzalez Elementary will purchase Interactive Panel TVs, Projectors, document cameras, laptops, Chromebooks, desktop computers, tablets, as well as other hardware for the 2021-2022 school year to enhance instruction, improve learning and practice for online assessments This technology will be used by the teachers, administrators, media	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

specialist, and students for multimedia learning and presentations.

Interactive Panel TV's
Laptops
Printers & Ink cartridges
Document cameras
Desktop computers/hardware & software
Projectors
Printers
Smart Televisions
Bulbs for projectors needed annually
Headphones & Microphones

Milestone's/Strategy's Expected Results/Impact: Student performance will increase in the different content areas.

Formative:
Walk-throughs
Teacher class observation
Lesson Plans

Summative:
STAAR Results
Monitoring Tool

Staff Responsible for Monitoring: Principal
Dean of Instruction
Technology Teacher
Instructional Technology Department

Population: Students PK3-5TH TI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: 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, Capital Outlay Administration - 211 Title I-A - 211-23-6398-00-130-y-30-0f2-y - $5,000, Instructional Desktop Computers - 162 State Compensatory - 162-11-6649-62-130-Y30-TEC-Y, 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 - $10,000, - 162 State Compensatory - 162-11-6395-62-130-Y-30-TEC-Y, Capital Outlay - 211 Title I-A - 211-11-6398-62-130-Y-30-0f2 - $20,000, Capital Outlay/Interactive Panels - 211 Title I-A - 211-11-6398-62-130-y-30-0f2-y - $35,000
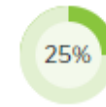
25%   70%   90%

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

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
Strategy 1: Gonzalez Elementary students will have access to high speed network connectivity through wireless WiFi at school or through Hot Spots provided to the students that need access from home. **Milestone's/Strategy's Expected Results/Impact:** Student performance will increase in the different content areas. Formative: Walk-throughs Teacher class observation Lesson Plans Summative: STAAR Results Monitoring Tool **Staff Responsible for Monitoring:** Principal Dean of Instruction Technology Teacher Instructional Technology Department **Population:** Students PK3-5TH TI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	30%	70%	75%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

    Evaluation Data Sources: Updated policies, reports of data breaches

| Strategy 1 Details	Reviews			

Strategy 1: 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.
 	
 In addition, all qualifying students will receive training on use of multiple assistive devices and software when needed
 	
   Milestone's/Strategy's Expected Results/Impact: Student performance will increase in the different content areas.
 	
   Formative:
   Student performance/
   Teacher observation
 	
   Summative:
   Starchart
   Staff Responsible for Monitoring: Principal
   Dean of Instruction
   Technology Teacher
 	
   Population: Students PK3-5TH TI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	25%	45%	90%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.
Future Ready Community Partnerships

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. **Milestone's/Strategy's Expected Results/Impact:** F: Campus Science Fair Competition, Projects S: District Science Fair Competition Brainsville 10% increase on STAAR scores **Staff Responsible for Monitoring:** Computer Lab Manager Principal Administration Dean of Instruction TST assistant **Population:** Students 3rd -5TH TI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	20%	55%	80%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: 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. Interactive Panel TV's, laptop computers, desktop computers, Smart Boards, projectors, document cameras, printers, smart televisions, etc.)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	20%	70%	65%	
Milestone's/Strategy's Expected Results/Impact: FORMATIVE: Sign-in Rosters & Evaluations SUMMATIVE All teachers will use a computerized grade book/ lesson plan for 2019-2020 STAR Chart **Staff Responsible for Monitoring:** Principal Dean of Instruction Technology Support Teacher SBDM Committee **Population:** Students PK3-5TH TI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.
Future Ready: Budget and Resources

    Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
Strategy 1: The classroom teacher will provide instruction to students using computer programs, equipment, and software in order to increase the integration of technology in classroom instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Technology 6 wk grades Summative; EOY Grades STAR Chart **Staff Responsible for Monitoring:** Principal Dean of Instruction Teachers Support Staff **Population:** Teacher Assistant servicing students PK3-5TH TI MI LEP SE AR GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** computer lab aide - 211 Title I-A - 211-11-6129-06-130-Y-30-0F2-Y, Library Computer Resources - 197 Projects--TRE/Library - 197-12-6299-62-130-y-99-000-y - $5,000	30%	65%	85%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will complete Future Ready surveys pertaining to: District and Campus Staff Development on uses of: laptops computers Smart Boards projectors document cameras printers, etc **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Sign-in Rosters & Evaluations Summative: STAR chart Completion **Staff Responsible for Monitoring:** Dean of Instruction Technology support Principal TST **Population:** Teachers servicing students in PK3-5TH TI MI LEP SE AR GT - **Start Date:** January 10, 2022 - **End Date:** May 31, 2022	Formative			Summative
	Nov	Jan	Mar	June
	5%	35%	70%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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.

Aumentar la tasa de asistencia general del campus al 96.8% con un objetivo de 97.5% y mejorar la tasa de asistencia de estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.

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

Strategy 1 Details	Reviews			
Strategy 1: Train attendance clerks and parent/attendance liaisons to consistently monitor and communicate students daily absences and tardiness to parents and staff.	Formative			Summative
	Nov	Jan	Mar	June
To promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Invite parents to attend the Bilingual Symposium. Resources needed: Pupil Services Student Accounting School Messenger Notification System Phone Master Capacitar a los encargados de asistencia y a los enlaces de asistencia / padres para monitorear y comunicar constantemente las ausencias y tardanzas diarias de los estudiantes a los padres y al personal. Promover y asegurar un sistema rapido de comunicacion para reducir las ausencias y tardanzas de los estudiantes y aumentar las oportunidades de instruccion para los estudiantes. Invitar a los padres al simposio bilingue. Recursos necesitados: Servicios para alumnos Contabilidad estudiantil Sistema de notificacion de mensajeria escolar Maestro del telefono **Milestone's/Strategy's Expected Results/Impact:** Agenda Sign-in sheets Six weeks Attendance Report School Messenger Notification System **Staff Responsible for Monitoring:** Attendance Office Principal Campus PEIMS Supervisor Parent Liaisons Data Entry Clerk **Population:** attendance clerks, EB students, Dyslexia students, and parent and attendance liaisons monitoring All students Pk3-5th - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Supplies - 162 State Compensatory - 162-61-6399-00-130-Y-30-WTF-Y	40%	45%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction.	Formative			Summative
	Nov	Jan	Mar	June
Proporcionar entrenamiento segun sea necesario para implementar de manera efectiva la notificacion de mensajeria escolar. Procedimientos del sistema para el monitoreo efectivo de la asistencia de los estudiantes y maximizar la instruccion. **Milestone's/Strategy's Expected Results/Impact:** Agendas Sign in sheets **Staff Responsible for Monitoring:** School Messenger Notification System Trainer Computer Services PEIMS Supervisor Pupil Services Data Entry Clerk **Population:** attendance clerks and parent and attendance liaisons monitoring All students Pk3-5th - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	15%	50%	90%	

Strategy 3 Details	Reviews			
Strategy 3: 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.	Formative			Summative
	Nov	Jan	Mar	June
Resources include- the use of campus marquee Instructional TV Publicar y reconocer las tasas de asistencia del campus en KBSD, las marquesinas de la escuela y las actividades escolares para promover y motivar la asistencia de los estudiantes en todo el distrito y aumentar el potencial educativo de los estudiantes. Los recursos incluyen- el uso de la marquesina del campus TV instructiva **Milestone's/Strategy's Expected Results/Impact:** KBSD announcements Campus marquees **Staff Responsible for Monitoring:** Student Accounting Principal PEIMS Supervisor Admissions and Attendance **Population:** All students Pk3-5th including TI MI LEP SE AR DYS GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	25%	50%	85%	

Strategy 4 Details	Reviews			
Strategy 4: Recognize and award incentives; certificates and ribbons to students with perfect attendance every six weeks and at the end of the year.	Formative			Summative
	Nov	Jan	Mar	June
Campus recognition of students for Perfect Attendance Achievement that increase learning performance.

To obtain perfects attendance, student must be present the entire instructional day for that attendance reporting period.

Small plaques and trophies will be provided for student incentives.

In addition, students with cumulative perfect attendance for the year will also be receiving a small plaque or trophy. Reconocer y otorgar incentivos; certificados y cintas a los estudiantes con asistencia perfecta cada seis semanas y al final del ano.

Reconocimiento del campus a los estudiantes por logros de asistencia perfecta que aumentan el rendimiento del aprendizaje.

Para obtener asistencia perfecta, el estudiante debe estar presente todo el dia de instruccion para ese periodo de informe de asistencia.

Se proporcionaran pequenas placas y trofeos como incentivos para los estudiantes.

Ademas, los estudiantes con asistencia perfecta acumulada durante el ano tambien recibiran una pequena placa o trofeo.
    Milestone's/Strategy's Expected Results/Impact: Campus documentation
    Staff Responsible for Monitoring: Principal
PEIMS Supervisor
Data Entry Clerk
School counselor

    Population: All students Pk3-5th including TI MI LEP SE AR DYS GT - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Funding Sources: small trophies, ribbons, certificates, and plaques - 199 Local funds - 199-11-6498-00-130-Y-11-000-Y - $5,000, incentives, awards - 212 Title I-C (Migrant) - 212-11-6399-00-130-y-24-0f2-y, Awards and Incentives - 162 State Compensatory - 162-11-6498-00-130-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 - $3,000 | 20% | 30% | 95% | |

Strategy 5 Details	Reviews			
Strategy 5: The Pre-K3 and PreK4 program will be provided the full day in order to better prepare qualified students academically. 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. El programa Pre-K3 y PreK4 se ofrecera el dia completo para preparar mejor a los estudiantes calificados academicamente. La colaboracion entre los centros Head Start y los maestros de PreKinder se llevara a cabo anualmente en mayo para ayudar con la transicion de los programas para la primera infancia a los programas de la escuela primaria. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: CPALLS (Beginniung of Year and Middle of Year), classroom observations, student progress reports Three Cheers for PreKinder PM SUMMATIVE: CPALLS (End of Year) **Staff Responsible for Monitoring:** Dean of Instruction Principal Administrator for Compensatory Education **Population:** At-Risk Students Prekinder students: TI MI LEP AR DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	75%	70%	95%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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%.

Gonzalez desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.

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

Strategy 1 Details	Reviews			
Strategy 1: 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. Todos los estudiantes migrantes recibiran utiles escolares apropiados para su grado y / o ropa / productos de higiene con el fin de proporcionarles las herramientas necesarias para completar sus tareas en el aula y en casa; extendiendoles asi las mismas oportunidades para afrontar los retos academicos de todos los estudiantes. La ropa sera chaquetas, pantalones, zapatos, camisetas, calcetines, ropa interior. Los estudiantes recibiran materiales de instruccion adicionales para ayudar a los estudiantes en el aula. Los estudiantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: NGS Campus Reports PFS Monitoring Tool Summative: Completed Request for Supplemental Support form with student NGS number and parent and student signatures **Staff Responsible for Monitoring:** Special Programs Administrator Campus Administrators Dean Parent Liaison **Population:** PFS Migrant Students - **Start Date:** August 17, 2021 - **End Date:** January 31, 2022 **Funding Sources:** 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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	20%	60%	85%	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: 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.	**Nov**	**Jan**	**Mar**	**June**
Homework help, enrichment activities will be provided after school through Extended Day.	20%	65%	85%	

Strategy 2: 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.

Homework help, enrichment activities will be provided after school through Extended Day.

La Escuela Primaria Gonzalez implementara tutorias y estrategias de recuperacion en materias de areas basicas para estudiantes de bajo rendimiento con el fin de disminuir la tasa de retencion y mejorar el rendimiento estudiantil. Las tutorias incluiran remediacion en las areas de contenido de lectura, matematicas, escritura y ciencias.

Se proporcionaran actividades de enriquecimiento y ayuda con la tarea despues de la escuela a traves del Dia Extendido.

TIMELINE:
Tutorials will be held for a minimum of 2 days a week beginning September 2021 through May 2022.

CRONOGRAMA:
Las tutorias se llevaran a cabo durante un minimo de 2 dias a la semana a partir de septiembre de 2021 hasta mayo de 2022.

Milestone's/Strategy's Expected Results/Impact: FORMATIVE:
eSchoolsPLUS generated Tutorial
Schedule, Attendance Report,
Tutorial Lesson Plans,
Tutorial Teacher Observation, Benchmark scores, Student Progress Reports

SUMMATIVE:
STAAR and the Retention Rate
Staff Responsible for Monitoring: Principal
Dean of Instruction
Area Assistant Superintendent
Administrator for Special Programs
Administrator for State Compensatory Education

Schoolwide and Targeted Assistance Title I Elements: 2.5 - **Population:** Elementary At-Risk Students PK-5 grade TI LEP AR DYS MIGRANT - **Start Date:** September 30, 2021 - **End Date:** June 2, 2022
Funding Sources: Extra Duty Pay (SSI) - 162 State Compensatory - 162-11-6118-00-130-Y-30-SSI-Y - $7,896 , 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 - $58,687, Extra Duty Pay Extended - 162 State Compensatory - 162-11-6118-130-y-30-asp-y, Extended Day Para Overtime - 282 ESSER III Grant Funds - 211-11-6121-00-130-y-24-asp-y - $15,785, Extended Day Extra Duty Pay - 282 ESSER III Grant Funds - 282-11-6118-00-130-y-24-0cg-1 - $17,395, Extra Duty Pay - 281 ESSER II Grant Funds - 211-282-11-6118-00-130-y-99-0cg-y - $98,293
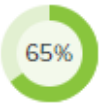
Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: In order to secure the data needed to Accommodate placement into Appropriate Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade	**Nov**	**Jan**	**Mar**	**June**

Strategy 3: 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.

The teacher will provide extended day services as needed.

Additional Resources to be considered:
CPALLS Results
TPRI Results
Tejas LEE Results
MClass
TERANOVA/SUPERA

Con el fin de asegurar los datos necesarios para acomodar la ubicacion en oportunidades de instruccion suplementaria apropiadas para Pre-K, Kinder, 1er y 2do grado
Los maestros y administradores utilizaran los resultados de las pruebas previas y posteriores a las pruebas de los estudiantes migrantes para determinar el desempeno de los estudiantes migrantes por debajo del nivel de grado.

El maestro proporcionara servicios de dia extendido segun sea necesario.

Recursos adicionales a considerar:
Resultados de CPALLS
Resultados TPRI
Resultados de Tejas LEE
TERANOVA / SUPERA

 Milestone's/Strategy's Expected Results/Impact: Formative:
 Pre-Assessment Results
 Campus Composites

 Summative:
 C PALLS , TPRI, Tejas LEE, MClass
 TERANOVA/SUPERA
 Post Assessments
 Staff Responsible for Monitoring: Federal Program Administrator
 Campus Principals
 Elementary Teachers

 Population: Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Formative reviews: Nov 25%, Jan 65%, Mar 95%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 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.	**Nov**	**Jan**	**Mar**	**June**
Resources to be used include: STAAR Test Results Eduphoria and TANGO Reports NGS Student Transfer Document NGS State Assessments Report Los resultados de STAAR de tercer a quinto grado seran revisados para asegurar una ubicacion precisa en las oportunidades de remediacion de la Evaluacion Estatal actual durante el ano escolar regular y la escuela de verano. Los recursos que se utilizaran incluyen: Resultados de la prueba STAAR Informes Eduphoria y TANGO Documento de transferencia de estudiante de NGS Informe de evaluaciones estatales de NGS	25%	40%	90%	
Milestone's/Strategy's Expected Results/Impact: Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results Summative: Current State Results-STAAR **Staff Responsible for Monitoring:** Special Programs Administrator Campus Principals Homeroom Teachers **Population:** Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: 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.	Formative			Summative
Results from TERANOVA/ SUPERA and TPRI/TEJAS LEE, MClass will be reviewed to secure accurate placement into the next school year and receive summer school opportunities.	Nov	Jan	Mar	June

Strategy 5: 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.
Results from TERANOVA/ SUPERA and TPRI/TEJAS LEE, MClass will be reviewed to secure accurate
placement into the next school year and receive summer school opportunities.

El progreso academico de los estudiantes migrantes de 1er y 2do grado sera monitoreado para asegurar la finalizacion exitosa del nivel de grado y, en ultima instancia, asegurar la promocion al siguiente nivel de grado.
Los resultados de TERANOVA / SUPERA y TPRI / TEJAS LEE, MClass seran revisados   para asegurar
colocacion en el proximo ano escolar y recibir oportunidades de escuela de verano.

> **Milestone's/Strategy's Expected Results/Impact:** Formative:
> Enrollment Lists
> NGS STAAR Report
> Benchmark Results
>
> Summative:
> Test Results- TPRI/Tejas LEE and MClass results
> TERANOVA/SUPERA
> **Staff Responsible for Monitoring:** Special Programs Administrator
> Campus Principals
> Homeroom Teachers

Population: Migrant Students 1st & 2nd - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Nov: 25% Jan: 70% Mar: 90%

Strategy 6 Details	Reviews			
Strategy 6: 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6: 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.

Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes.
> **Milestone's/Strategy's Expected Results/Impact:** Increase on-time graduation
> **Staff Responsible for Monitoring:** Migrant Ed. Staff: Recruiters Secretary data entry clerk NGS Clerks
> computer operator campus clerks PEIMS Data entry Clerks Migrant Teachers District Migrant Counselor MSC

Start Date: April 1, 2022 - **End Date:** May 6, 2022

Nov: 20% Jan: 55% Mar: 70%

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: 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.	**Nov**	**Jan**	**Mar**	**June**
(Assessment Conference, Bilingual Conference, Region One, RGVCTM, Leadership and other training available.) El personal administrativo del campus y / o los maestros asistiran a conferencias, reuniones y seminarios del distrito y / o del estado, para apoyar las metas del campus y del distrito, los objetivos, las iniciativas de instruccion, las practicas actuales y las tendencias relativas a los programas en riesgo, prevencion de desercion escolar, instruccion escolar. liderazgo y desarrollo profesional. Especialmente en las materias basicas del plan de estudios, con el fin de incrementar el rendimiento academico de los estudiantes. (Conferencia de evaluacion, conferencia bilingue, region uno, RGVCTM, liderazgo y otras capacitaciones disponibles). **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Professional Development System Evaluation Report SUMMATIVE: STAAR **Staff Responsible for Monitoring:** Dean of Instruction Principal Lead Teachers **Population:** Teachers PK3- 5th grade, administration - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Conference Expenses - 211 Title I-A - 211-13-6411-23-130-Y-30-AYP-Y	35%	60%	90%	

Strategy 8 Details	Reviews			
Strategy 8: 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. Implementar un plan en todo el campus para el proceso de intervencion de RTI para los estudiantes. Los maestros adquiriran estrategias de instruccion efectivas de intervencion y prevencion a traves de la ayuda de los miembros del comite de RTI. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: FCRR, TPRI/Tejas Lee intervention guide, MClass interventions Progress monitoring reports software usage reports HB 1886 Screener at-risk for dyslexia and/or related disorders (1st - MOY & Kinder - EOY) 3 Cheers for PK CPALLS SUMMATIVE: STAAR and the retention rate **Staff Responsible for Monitoring:** Dean of Instruction Principal TLI teacher Assistant Principals RTI committee RTI Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** At-Risk Students PK3-5th TI MI LEP SE AR DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	30%	55%	80%	

Strategy 9 Details	Reviews			
Strategy 9: 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.	Formative			Summative
	Nov	Jan	Mar	June
Los consejeros de la Primaria Gonzalez ofreceran un Dia de Carreras donde los estudiantes exploraran diferentes carreras y preparacion universitaria para poder tomar decisiones informativas sobre a que universidad asistir. **Milestone's/Strategy's Expected Results/Impact:** F: Sign-in sheets S: BISD Guidance and Counseling Program Evaluation form **Staff Responsible for Monitoring:** School Counselor Guidance and Counseling Department **Population:** All Students 3rd-5th including TI MI LEP SE AR DYS GT - **Start Date:** May 2, 2022 - **End Date:** May 31, 2022	5%	45%	70%	

Strategy 10 Details	Reviews			
Strategy 10: 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.	Formative			Summative
	Nov	Jan	Mar	June
Los consejeros de la Primaria Gonzalez proporcionaran una Carrera sobre ruedas para todos los estudiantes de Pk-2do grado donde los estudiantes exploraran diferentes carreras y preparacion universitaria para poder tomar decisiones informativas sobre a que universidad asistir. **Milestone's/Strategy's Expected Results/Impact:** F: Sign-in sheets S: BISD Guidance and Counseling Program Evaluation form **Staff Responsible for Monitoring:** School Counselor Guidance and Counseling Department **Population:** All Students PK3-2nd including TI MI LEP SE AR DYS GT - **Start Date:** October 1, 2021 - **End Date:** October 29, 2021	20%	30%	65%	

Strategy 11 Details	Reviews			
Strategy 11: 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.	Formative			Summative
	Nov	Jan	Mar	June
El campus promovera la concienciacion universitaria durante los Dias universitarios de Jersey programados mensualmente. Los maestros mostraran el tablero de anuncios de la Universidad o la puerta para apoyar la iniciativa del distrito. **Milestone's/Strategy's Expected Results/Impact:** F: Lesson plans S: Presentations **Staff Responsible for Monitoring:** Principal Teachers Counselors **Population:** All Students Pk3-5th including TI MI LEP SE AR DYS G - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	30%	65%	85%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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.

Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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	
Strategy 1: 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. Promover y asegurar aptitud fisica, estudiantes en los grados Pre K-5 seran provisto de moderado a actividad fisica vigorosa cada dia en educacion fisica durante al menos 30 minutos al dia o un minimo de 135 minutos a la semana para que todos estaran en cumplimiento del proyecto de ley del Senado 530 vigente desde el 01/09/2007. **Milestone's/Strategy's Expected Results/Impact:** F-Classroom Observations F-PE student		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**

attendance records	30%	55%	85%	
F-Updated District Policy				
S-School Health Index				
S-Physical Fitness Assessment				
Staff Responsible for Monitoring: Administrators Dean of Instructions Physical Ed. Teachers				
Population: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: 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. Evaluar el estado fisico de los estudiantes anualmente en los grados 3-5 para mejorar la salud y el bienestar de todos los estudiantes y cumplir con los requisitos del Proyecto de Ley del Senado. 530 vigente desde el 01/09/2007. **Milestone's/Strategy's Expected Results/Impact:** F-Updated District Policy F-Classroom Observations S-TEA required report for Fitness Assessment Results & Student Follow-up **Staff Responsible for Monitoring:** Administrators Dean of Instructions Physical Ed. Teachers C & I admin. CATCH team members ARD & 504 Teachers **Population:** 3rd-5th TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	15%	35%	85%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: 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. Actualizar el plan de mejora del campus para incluir las mejoras necesarias indicadas por la Herramienta de evaluacion del indice de salud escolar a fin de cumplir con las actualizaciones legislativas en lo que respecta a la salud y la educacion fisica y el Proyecto de ley del Senado 892 a partir del 01/09/2009.	**Nov**	**Jan**	**Mar**	**June**
	10%	30%	80%	
Milestone's/Strategy's Expected Results/Impact: S- School Health Index Documentation S-Campus Improvement Plan F- Campus Improvement Plan Review				
Staff Responsible for Monitoring: Dean of Instruction Campus CATCH team members				
Population: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Nov	Jan	Mar	June
Supervisar y enfatizar los conceptos academicos integrados de matematicas, lectura y escritura inherentes a los programas del plan de estudios de salud y educacion fisica para mejorar las habilidades de los estudiantes y prepararlos para las pruebas. **Milestone's/Strategy's Expected Results/Impact:** F-Curriculum Frameworks F-Staff Development Agendas F-Lesson Plans S-Monthly Campus Visitation Documentation **Staff Responsible for Monitoring:** Physical Ed. Specialist Curriculum Writers Physical Ed. Teachers Math, Reading & Writing Teachers Staff Development (district & campus personnel **Population:** Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	15%	45%	75%	

Strategy 5 Details	Reviews			
Strategy 5: 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.	Formative			Summative
	Nov	Jan	Mar	June
Mantener y mejorar los Equipos de Enfoque Coordinado para la Salud Infantil (CATCH) que implementan el Programa de Salud Escolar Coordinado K-12 mediante el desarrollo de metas y objetivos basados en datos de evaluacion de aptitud, rendimiento academico, tasas de asistencia, desventajas academicas y el uso del exito de cualquier metodo para asegurar que los estudiantes esten alcanzando la actividad fisica requerida de moderada a vigorosa (MVPA) y cualquier otro indicador Avanzado por el Asesor de Salud Escolar (SHAC) para cumplir con el Proyecto de Ley del Senado 19 y el Proyecto de Ley del Senado 892 en vigor el 01/09/2009. **Milestone's/Strategy's Expected Results/Impact:** F-Implementation Documentation F- Lesson Plans F-Fitness Assess-				

ment 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

Staff Responsible for Monitoring: All Campuses
Safety Coordinator
PE Teachers
School Nurse
Counselor
Food Service Manager
Parent Liaison
Wellness Coordinator
CATCH Champions

Population: P.3K-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

| 20% | 40% | 90% | |

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.	**Nov**	**Jan**	**Mar**	**June**
	20%	25%	85%	

* Update and maintain garage door.
* Paint walls and lines on gym floor.
* Inspect Basketball Backboards
* Purchase of playground equipment.
*Gym renovations
*Air conditioner

Evaluar y recomendar las actualizaciones necesarias para las instalaciones y el equipo de instruccion para garantizar un entorno de instruccion apropiado y para los estudiantes.
seguridad.

* Actualizar y mantener la puerta del garaje.
* Pintar paredes y lineas en el piso del gimnasio.
* Inspeccionar tableros de baloncesto
* Compra de equipamiento de juegos.
* Renovaciones de gimnasio
*Aire acondicionado

    Milestone's/Strategy's Expected Results/Impact: F-Safety Evaluation
    F-Campus Visitation
    Documentation
    F-Proper
    Maintenance
    Documentation
    S-SHAC
    Recommendations
    Staff Responsible for Monitoring: Principals
    Safety Coordinators
    District CATCH Team
    Campus CATCH Team
    Maintenance Personnel

    Population: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 7 Details	Reviews			
	Formative			Summative

Strategy 7: 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.
 	
Proporcionar informacion sobre la Politica y Pautas de Bienestar / Nutricion a padres, maestros y estudiantes a traves de reuniones de padres, desarrollo del personal docente, Equipos CATCH e instruccion en el aula para garantizar el cumplimiento de las politicas y pautas respectivas y cumplir con la Politica de Nutricion de las Escuelas Publicas de Texas a partir del 08 / 01/2004 y revisiones 05/13/2011.
    Milestone's/Strategy's Expected Results/Impact: F-Campus Visitation
    Observation
    F-Updated District Policy
    Staff Responsible for Monitoring: Food & Nutrition Services Administrator
    Curriculum Administrator
    Area Superintendents
    District CATCH Team
 	
    Population: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	Nov
	
	15%
		Jan
		
		40%
			Mar
			
			85%
				June

Strategy 8 Details	Reviews			
Strategy 8: 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. Todas las escuelas deben identificar la manera en que se mantiene la seguridad de los estudiantes en las clases de educacion fisica mediante el desarrollo de un plan de accion de seguridad cuando la proporcion maestro-alumno es mayor que45-1 de conformidad con el Proyecto de Ley del Senado 891 vigente a partir del 1 de septiembre de 2009. **Milestone's/Strategy's Expected Results/Impact:** S-Reviews of Campus Safety Action Plan And Emergency Operating Procedures (EOP) **Staff Responsible for Monitoring:** PE Teachers Campus Safety Coordinator District Safety Coordinator District Emergency Operations Coordinator PE Specialist Health Lead Teacher Campus Administration **Population:** Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	15%	50%	90%	

Strategy 9 Details	Reviews			
Strategy 9: 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. Educar a los estudiantes y padres sobre las politicas / pautas de abuso sexual de ninos del distrito a traves de la concientizacion e informacion, que incluyen, entre otros, el conocimiento de posibles senales de advertencia que indiquen que un nino puede ser victima de abuso sexual, utilizando recursos desarrollados por el Codigo de Educacion de Texas. (TEC) bajo la Seccion 38.004, para realizar presentaciones en el salon de clases y distribuir informacion a traves del Manual para Padres / Estudiantes de BISD con el fin de cumplir con el Proyecto de Ley 1041 de la Camara (Ley de Jenna en vigor el 09/01/2009	Formative			Summative
	Nov	Jan	Mar	June
	30%	40%	95%	

Milestone's/Strategy's Expected Results/Impact: 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

Staff Responsible for Monitoring: Counseling Dept. & Administration
Campus Counselors
Parental Involvement
Campus Personnel
Campus Administration
Child Protective Service

Population: Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 10 Details	Reviews			
Strategy 10: 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. Implementar sesiones informativas para el profesorado, el personal y los padres sobre pautas especificas sobre como denunciar el abuso infantil, asi como informar a todos los estudiantes a traves de presentaciones en el aula de los consejeros, documentos informativos y KBSD sobre las acciones que deben tomar para obtener asistencia e intervencion, si han sido abusados sexualmente. para cumplir con el Proyecto de Ley de la Camara 1041 (Ley de Jenna) efectivo 01/09/2009. **Milestone's/Strategy's Expected Results/Impact:** F-Counselor Classroom Presentations F-Classroom Presentation Agendas F-Classroom Presentation Sign-In Sheets F-Parental Involvement Agendas and Sign-In Sheets **Staff Responsible for Monitoring:** Counseling Dept. & Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration Child Protective Services **Population:** Teachers servicing PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	30%	50%	90%	

Strategy 11 Details		Reviews			
Strategy 11: 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.		Formative			Summative
		Nov	Jan	Mar	June
El Distrito proporcionara opciones de consejeria disponibles para los estudiantes afectados por abuso sexual a fin de cumplir con el Proyecto de Ley de la Camara 1041 (Ley de Jenna) a partir del 01/09/2009. **Milestone's/Strategy's Expected Results/Impact:** F-Counselor/ Teacher verification of class presentation(s) F-Agendas F-Sign-in Sheets F-Presentation and Student Documentation S-Student **Staff Responsible for Monitoring:** Counseling Dept. & Administration Campus Counselors Parental Involvement Campus Personnel Campus Administration **Population:** PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022		30%	60%	90%	

Strategy 12 Details	Reviews			
	Formative			Summative
Strategy 12: 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.	**Nov**	**Jan**	**Mar**	**June**
Campus Nurse TI-A : 40% salary $ 26385. LOC: 60% salary $30,938. Los programas federales continuaran financiando a la enfermera del campus en un 40% para ayudar con la ejecucion del programa de salud destinado a monitorear y ayudar a los estudiantes de bajo rendimiento en los campus de toda la escuela a mejorar la salud general para mejorar la asistencia / rendimiento de los estudiantes. Enfermera del campus TI-A: 40% de salario $ 26385. LOC: 60% salario $ 30,938.	20%	60%	100%	
Milestone's/Strategy's Expected Results/Impact: F- Time and Effort Logs Referrals S- EOY Attendance Rates				
Staff Responsible for Monitoring: -Health Services Administrator -Special Programs Administrator -Federal Programs Administrator				
Population: School Nurse servicing all PK3-5th Grade TI MI LEP SE AR G.T DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 13 Details	Reviews			
Strategy 13: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Se implementara una despensa de alimentos y un armario de ropa en cada campus para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento, la asistencia, la tasa de graduacion y la finalizacion de los estudiantes en riesgo. tasa y disminuir la tasa de retencion y la tasa de abandono.	15%	45%	90%	

Milestone's/Strategy's Expected Results/Impact: FORMATIVE:
ERO Session Evaluation Report
Student Progress Reports

SUMMATIVE:
STAAR, Attendance Rate, Retention Rate
Staff Responsible for Monitoring: Campus Administration
Administrator for the homeless Youth project
Administrator for Compensatory Education

Population: At-Risk Students PK3-5 grade students TI MI LEP SE AR DYS - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021

Strategy 14 Details	Reviews			
Strategy 14: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Promover la conciencia en todo el distrito y en los campus individuales con respecto a la disponibilidad de servicios relacionados con las personas sin hogar dentro del BISD y las agencias comunitarias para satisfacer las necesidades academicas, sociales, emocionales y fisicas de los jovenes sin hogar y acompanados identificados. **Milestone's/Strategy's Expected Results/Impact:** FORMATIVE: Student Progress Reports SUMMATIVE: STAAR, Attendance Rate, and the Retention Rate **Staff Responsible for Monitoring:** Campus Administration Administrator for the Homeless Youth Project **Population:** At-Risk Students PK3-5 grade students TI MI LEP SE AR DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	20%	45%	90%
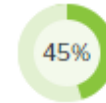
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

State Compensatory

Budget for Gonzalez Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 2.5
Brief Description of SCE Services and/or Programs

Personnel for Gonzalez Elementary

Name	Position	FTE
Alina Maria Perez	Pre-K4 teacher	0.5
Doria Maria De Los Angeles	Pre-K4 teacher	0.5
NInfa R. Zavala	Dean of Instruction	1
Rocio Villarreal	Pre-K4 teacher	0.5

Schoolwide and Targeted Assistance Title I 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 - September 16, 2021

Completion of Campus Needs Assessment - September 21, 2021

Review of CIP and CNA - February 16, 2022

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, Cynthia Alvarez - 1st grade teacher, Eva Ortiz - 2nd grade teacher, Rocio Garcia - 3rd grade teacher, Marshella Castillo - 4th grade teacher, Ana Martinez - 5th grade teacher, Martha Lopez - Parent Liaison, Ana Lincoln - Parent, Antonia Gonzalez - Parent, Dolores Alcantar, Billy J. Cobos - Principal, Ninfa R. Zavala - Dean, Thelma Bojorquez, Sped teacher, Jessica Brama - Kinder teacher, Rachell Sandell Counselor,

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 - September 16, 2021

Review of CIP and CNA - February 16, 2022

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 1, 6, and 9 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 2021 - 2022 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 September 2021.

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 9, 2021 at 9:00 a.m. - 10:00 a.m.

2nd Title I Meeting - September 9, 2021 at 5:30 p.m. and 6:30 p.m.

Title I Personnel

Name	Position	Program	FTE
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	Ana Martinez (Y1)	5th grade
Classroom Teacher	Marigel Doria (Y2)	Pre-K teacher
Classroom Teacher	Cynthia Alvarez (Y1)	1st grade
Classroom Teacher	Eva Ortiz (Y2)	2nd grade
Classroom Teacher	Rocio Garcia (Y1)	3rd grade
Classroom Teacher	Marshella Castillo (Y2)	4th grade
Classroom Teacher	Jessica Brama (Y1)	Kinder teacher
Classroom Teacher	Thelma Borjorquez (Y2)	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
Parent	Ana Lincoln	Stay at Home Mom

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	$12,566.00
1	1	2	Custodial Supplies	199-51-6315-00-130-y-99-000-y	$7,000.00
1	1	3	Funds for paper	199-11-639-00-130-y-25-000-y	$2,000.00
1	1	4	Library	199-12-6399-42-130-y-99-000-y	$2,000.00
1	1	4	General supplies	199-31-6399-00-130-Y-99-000-Y	$500.00
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	$0.00
1	1	4	CPALLS Reorts for Pre-K3 and PreK-4	199-13-6396-00-130-Y-99-4yr-y	$3,600.00
1	1	4	Instructional Resoucres	199-11-6494-00-130-u-11-000-y	$0.00
1	1	5	General Supplies	199-23-6399-00-130-y-30-0f2-y	$8,500.00
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	$41,166.00
				Budgeted Fund Source Amount	$41,166.00
				+/- 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	$0.00
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	$5,000.00
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	2	1	Instructional Desktop Computers	162-11-6649-62-130-Y30-TEC-Y	$0.00
8	2	1	Software for new desktops	162-11-6395-62-130-Y30-TEC-Y	$0.00
8	2	1	Supplies and Materials - LCL-DEFI 2nd grade	162-11-6398-62-130-Y-30-TEC-Y	$10,000.00
8	2	1		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	$7,896.00
9	2	2	Extra Duty Pay	162-11-6118-00-130-Y30-000-Y	$58,687.00
9	2	2	Extra Duty Pay Extended	162-11-6118-130-y-30-asp-y	$0.00
				Sub-Total	$101,583.00
				Budgeted Fund Source Amount	$101,583.00
				+/- 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	$3,000.00
7	1	1	Bilingual Funds for Sub		$5,500.00
				Sub-Total	$8,500.00
				Budgeted Fund Source Amount	$8,500.00
				+/- 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	$5,700.00
				Sub-Total	$5,700.00
				Budgeted Fund Source Amount	$5,700.00
				+/- Difference	$0.00

197 Projects--TRE/Library

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	7	1	Library Computer Resources	197-12-6299-62-130-y-99-000-y	$5,000.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$5,000.00
				+/- 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

199 G/T Advanced Academics					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				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	$16,494.00
1	1	3	Funds for paper	211-11-6396-00-130-y-30-OF2-Y	$4,000.00
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-30-0f2-y	$1,000.00
1	1	5	Resources needed for DEAN	211-23-6399-00-130-y-30-0f2-y	$3,000.00
1	1	6	Conferences	211-13-66411-23-130-y-30-ayp-y	$0.00
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-24-0F2-Y	$0.00
6	1	1	Supplies	211-61-6399-00-130-y-30-0f2-y	$900.00
6	1	1	Technology	211-61-6499-53-130-y-30-0f2-y	$0.00
6	1	1	Employee Travel	211-61-6411-00-130-y-30-0f2-y	$900.00
6	1	1	Refreshments	211-61-6499-53-130-Y-30	$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	Substititues	211-13-6112-00-13-y-30-AYP	$0.00
7	1	8	FTE's for insructional assistants	211-11-6129-00-130-Y-30-0F2-Y	$0.00
8	2	1	Capital Outlay	211-11-6398-62-130-Y-30-0f2	$20,000.00
8	2	1	capital outlay: projectors, document cameras, laptops, desktop	211-11-6649-62-130-Y-30-of2-Y	$0.00
8	2	1	projector bulbs	211-11-6399-00-130-Y-30-of2-y	$0.00
8	2	1	Capital Outlay	211-11-6399-00-130-y-30-0f2-y	$0.00
8	2	1	Capital Outlay Administration	211-23-6398-00-130-y-30-0f2-y	$5,000.00
8	2	1	Capital Outlay/Interactive Panels	211-11-6398-62-130-y-30-0f2-y	$35,000.00
8	7	1	computer lab aide	211-11-6129-06-130-Y-30-0F2-Y	$0.00
9	1	4	small trophies,ribbons,certificates, and plaques	211-11-6498-00-130-Y-30-0F2-Y	$3,000.00
9	2	1	supplies, clothing, and hygiene products	212-11-6399-00-130-Y-24-0F2-Y	$0.00
9	2	1	general supplies	212-11-6399-00-130-Y-24-0F2-Y	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	2	Extra Duty Pay	211-11-6118-00-130-y-24-asp-y	$0.00
9	2	7	Conference Expenses	211-13-6411-23-130-Y-30-AYP-Y	$0.00
				Sub-Total	$90,194.00
				Budgeted Fund Source Amount	$90,194.00
				+/- Difference	$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	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- 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	$5,440.00
				Sub-Total	$5,440.00
				Budgeted Fund Source Amount	$5,440.00
				+/- Difference	$0.00

281 ESSER II Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Comic Plus E-books	281-12-6299-00-130-Y-99-OCG-Y	$701.25
1	1	10	Books that support social and emotional needs of all patrons.	281-12-6329-00-130-Y-99-OCG-Y	$14,000.00
9	2	2	Extra Duty Pay	211-282-11-6118-00-130-y-99-0cg-y	$98,293.00
				Sub-Total	$112,994.25
				Budgeted Fund Source Amount	$112,994.25
				+/- Difference	$0.00

282 ESSER III Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	2	Extended Day Extra Duty Pay	282-11-6118-00-130-y-24-0cg-1	$17,395.00
9	2	2	Extended Day Para Overtime	211-11-6121-00-130-y-24-asp-y	$15,785.00
				Sub-Total	$33,180.00

282 ESSER III Grant Funds						
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$33,180.00
				+/- Difference	$0.00
				Grand Total Budgeted	$405,229.25
				Grand Total Spent	$405,229.25
				+/- Difference	$0.00