Spring Branch Independent School District

Buffalo Creek Elementary School

2015-2016 Campus Improvement Plan

Mission Statement

At BCE, we are committed to providing a safe learning environment, instilling high expectations, and implementing a diversified curriculum that meets the needs of all students so that they are responsible, productive, and cooperative citizens of our world.

Vision

By 2017, SBISD will double the number of students completing a technical certifcate, a two year degree or a four year degree.

Core Beliefs

We believe that every attempt should be made to maintain the dignity of both the adult and the student.

We believe that students should be guided and expected to solve the problems they create without making problems for anyone else.

We believe that students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.

We believe that misbehavior should be viewed as anopportunity for individual problem solving and preparationfor the real world asopposed to a personal attack on the school or staff.

We believe that there should be a logical connection between misbehavior and resulting consequences.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population of Buffalo Creek Elementary has remained pretty consistent over the last few years in regards to the population we serve. Our student population is made up of 92% Hispanic, 3% White, 3% African American, 1.5% Asian, and .5% Other. The total number of students has fluctuated in the last 3 years between 625 and 655. This past school year we are at 658 students at the end of the year. Our kindergarten population is usually one of our bigger grade levels but those numbers have continued to drop. Instead of 6 classes in Kindergarten we are at 5. We lost a unit in that grade level. 92% of our population is economically disadvantaged. Also, this year we enrolled a few more recent immigrants than in years past from Central America.

Demographics Strengths

One of the strengths of our population is that a good number of them stay with us throughout their elementary education. We have found that our families like our school so they tend to remain with us.

Demographics Needs

The biggest challenge that we face is with the needs of our low socioeconomic students which make up 92% of our student body. There needs stem from language both in their native language and second language acquisition. We have a strong focus on the basics - vocabulary, reading, math and writing. Small group and direct instruction to build these skills are very important. Also, our recent immigrants come with very little education from their home country but their needs tend to blend in with the needs of existing struggling students. In their case, the English language acquisition will be a big struggle.

Student Achievement

Student Achievement Summary

STAAR Testing Results Spring 2015

Index 1

	ALL	Hispanic	Econ Disadv	ELL
Reading	68%	69%	67%	65%
Math				
Writing	60%	62%	64%	58%
Science	68%	68%	61%	54%

Student Achievement Strengths

Our scores dropped in all areas. The celebration in achievement is that our bilingual students in 5th grade made great gains in English reading. Also, 31 of our 3rd grade bilingual students took the STAAR reading test in English and 29 of them passed. The goal is to have those students continue to test in English and have them make progress in their 2nd language.

Student Achievement Needs

Our STAAR scores dropped in every area. We will continue to work on reading, math, writing, and science skills. Our plan is to use the Comprehension Toolkit and Balanced Literacy components to improve reading comprehension and vocabulary. Empowering Writers will continue to be implemented in all grade levels and there will be a bigger focus on grammar. More professional development will be provided to support the continued implementation of Singapore math. Hands on science experiments will be done in all grade levels to deepen the understanding of concepts.

School Culture and Climate

School Culture and Climate Summary

The school culture at BCE is positive and supportive. The faculty and staff work well together. To help our student population be successful in their interactions and studies, last year we implemented The Three Be's - Be Safe, Be Respectful and Be Responsible. This message is delivered to the students daily over the morning announcements and by all staff members. The children have responded well to the 3 Be's and can tell pinpoint which of the 3 Be's they did not follow and give a specific example. Last year, this helped to reduce the number of office referral and suspensions. This year it seems that the students are even more aware of their role in following the 3 Be's.

School Culture and Climate Strengths

At this time, one of the strengths that we see is the teachers' awareness of the academic needs of our students and their role in contributing to their success. Our teachers are focused on providing the interventions that will help the children be on level. Another aspect about the staff culture is that our teachers are happy. We only had 3 teachers leave this past year. Two of them got higher positions as instructional personnel in other districts and one wanted the experience of working at a non-Title I campus. As for our students, the TRIPOD results showed that the students rated Care (81%)and Clarify (81%) as two of the stronger areas in their relationships and interactions with their teachers.

School Culture and Climate Needs

According to the TRIPOD results, two of the areas that the students rated us low in were Control (58%) and Confer (53%). Control refers to the classroom management and Confer refers to the teachers making sure that students understand concepts.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At BCE we have a talented group of educators. They range in experience from one year to 30 plus years. The make up of the teachers reflects the population of our student body. We recruit our teachers at the Teacher Job Fair in the Spring as well as the Winocular website. This past year we only lost 4 teachers.

Staff Quality, Recruitment, and Retention Strengths

Our teachers are hard working and dedicated. One of the philosophies of the administration that lets the teachers know that they are truly appreciated is that we always put their needs and those of their families first. They know that we need them to take care of themselves and their loved ones so that they can do their job to the best of their ability.

Staff Quality, Recruitment, and Retention Needs

We work with our teachers to meet their professional needs by letting them inform us of the professional development opportunities they want as well as suggesting them to the teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At BCE we follow the district curriculum to the best of our ability. We, however, also look at the needs of our students and make adjustments as needed. We are also sending teachers to the Residencies created by our district's Teaching and Learning Department. Part of our Title I funds are spent on salaries for interventionists - 2 for reading and .5 for math. These interventionists work with students in small groups that are either pulled out or in co-teaching situations. They are primarily focused on the ones that did not meet the SSI requirements based on STAAR or DRA/EDL. Our Instructional Coach also works closely with the teachers to provide professional development as well as going into the classroom to model and co-teach lessons.

Curriculum, Instruction, and Assessment Strengths

We are currently in the 3rd year of implementing the Empowering Writers program from Kinder through 5th grade. The results have been good. The teachers have seen the benefits as the program does a good job of integrating reading and writing. This program has also given us good benefits by giving us a common writing language throughout the building and it's given the teachers confidence to teach writing.

Curriculum, Instruction, and Assessment Needs

There are a few areas of concern for our campus that we are addressing. Those include small group instruction, vocabulary building strategies, language acquisition strategies, problem solving skills, and building common assessments. We are providing our teachers with professional development opportunities at the campus and district level as well as opportunities to observe each other or teachers from other campuses. We are also going to work with teachers on building common assessments using the district's newly purchased question bank.

Family and Community Involvement

Family and Community Involvement Summary

Over the years at BCE, we have worked to provide our parents and community the opportunity to impact their personal lives by bringing programs that can improve their situation and enrich their lives. We have worked closely with the Harris County Department of Education to provide adult education classes in the evenings. During the school day, we have offered a variety of classes such as literacy classes, computer classes, ESL classes, nutrition, and parenting. We have also partnered with the United Way to make our Academic Nights even stronger by having the Childrens Museum be a part of those events. The United is Way also provides mentors for our students through their Reading Together Program which is focused on our 2nd grade students.

Family and Community Involvement Strengths

The strengths of our family involvement is that we consistently offer opportunities for our parents and they respond well. An example of this is our Latino Literacy Project which is now in its fifth year. This program is taught by our two reading interventionists and focuses on helping parents understand the reading strategies that are commonly used in the classroom so that they can replicate them at home. The number of parents attending has consistently been at near 20 the past three years.

Family and Community Involvement Needs

Our parent involvement component is something that we are currently working to build up when it comes to having them participate actively in activities such as PTA. We are working on making them feel more comfortable taking on leadership roles as well as providing input on decisions that impact our school. We will implement the Share a Smile program at BCE this year.

School Context and Organization

School Context and Organization Summary

The principal of BCE is at the start of his 8th year at the school. The AP is in her 7th year. There is stability in the administration and the instructional leadership team. The ILT works well together and meets on a regular basis to discuss student progress, instructional needs, plan professional development, and responsibilities of each member.

School Context and Organization Strengths

The strength that we find is that the teachers and ILT have good relationship so that the needs of students are met. The conversations on student achievement and interventions are very frequent. Teachers make commitments to attend professional development opportunities. To monitor that this momentum continues, the instructional leadership team is committed to checking in with teams during Tuesday professional development days, team meetings, classroom visits and timely feedback sessions.

School Context and Organization Needs

It is going to take commitment and motivation to keep the teachers where they are at this point early in the school year. This will need to be done through observation, timely feedback, and praise. The same can be said of the students to get them where they need to be.

Technology

Technology Summary

Our teachers and students are making great strides in the use of technology. The Activboard is an integral part of the classroom nowadays and is used easily by our teachers to enhance their instruction and the students' learning experience. The teachers create and share flip-chart lessons on a regular basis. The technology available to the students has also increased. The students use the computers, net-books, i-Pads and i-Pods to do research, create projects, and use apps for learning experiences.

Technology Strengths

Among the strengths for our campus technology is that we have a Campus Tech Rep who is very willing to provide assistance and training for the teachers.. Throughout the year she will schedule training opportunities. The projectors in all 1st through 5th grade classrooms were replaced with new ones. In some classrooms, teachers got projectors that are on an overhead arm which makes things much easier because there are minimal chances for the students to bump into the projector cart. Our district provided the equipment! Using Tech funds we have purchased some WYSE to replace some of the old CPUs in the tech labs.

Technology Needs

We still have some old computers in our labs in our labs. Our goal is to replace them with WYSE this school year. Another need that we have is some of the software that teachers like to use. We are looking into buying site licences for the favorites like RAZ Kids.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- NCLB Report Card data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: By 2018, 80% of the students in Kindergarten through 5th grade that are labeled as economically disadvantaged will be on level or advanced level in reading as measured by the DRA/EDL for K -5th as well as STAAR Reading for 3rd through 5th.

Performance Objective 1: Increase the Reading STAAR level II performance from 68% to 73% as well increase the DRA/EDL on-level or advanced level performance from 51% to 61% for our economically disadvantaged students.

Summative Evaluation: The summative evaluation will be based on Campus Common Assessments, District Assessments, STAAR, and end of year DRA/EDL levels.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Emphasis will be placed on reading comprehension and fluency through the use of the Comprehension Toolkit, Guided Reading strategies, and vocabulary development. Professional development will be provided on campus as well as at the district level.	1, 2, 3, 4	Administration, Teachers, I-Coach, Librarian	Performance on the Campus Common Assessments, District Assessments, STAAR and Report Cards.	◔	◔	✔
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 2) BCE will increase the focus on reading implementing a reading incentive program that motivates the students to become independent readers and coordinates with Accelerated Reader program. A RAZ Kids license will also be purchased so that this program can be used school-wide. The reading committee will come up the incentives, reading goals, and reading logs.	1, 2, 9	Reading Committee, Librarian, Administration, I-Coach, Teachers, PTA	AR Reports, DRA/EDL, Library Circulation	✔		
			Funding Sources: Other: See Account Code - $3666.74, Other: See Account Code - $311.11, 211 - Title I, Part A - $1869.90			

State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7	1, 2, 4	Teachers, I-Coach, Administration	Monthly writing samples, performance on district assessments, campus assessments, STAAR and report cards.			
3) BCE will integrate writing instruction in all the grade levels to enhance and support student reading skills. The I-coach will continue to provide support for the Empowering Writers program. Teachers will submit monthly writing samples for all students. 4th grade LA teachers will attend Empowering Writers professional development for grammar development. The needed EP grammar materials will be purchased as well. An after school enrichment program for girls in 4th and 5th grade will focus on enhancing writing skills and self-confidence. Two teachers will work with girls on writing narrative, expository, and descriptive essays generated through discussions topics, experiences, and goal setting.	Funding Sources: 211 - Title I, Part A - $1197.00, 211 - Title I, Part A - $150.00, 211 - Title I, Part A - $2500.00					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2	1, 2	Administrators, Interventionists, Teachers	DRA/EDL			
4) BCE will purchase materials such books and tubs to support the development of the classroom libraries.	Funding Sources: 211 - Title I, Part A - $3000.00					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7	1, 2, 3, 4, 9, 10	Administration, Reading interventionists, math interventionist, Teachers	STAAR, Campus and District Assessments, DRA/EDL			
5) BCE will address the needs of the students struggling in reading in grades K- 5 with the hiring of 2 Reading Interventionists. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR -Will serve on the Instructional Team After school tutorials will be held in the Spring semester for 3rd - 5th grade students that are struggling in the tested subjects - reading, math, writing and science.	Funding Sources: 211 - Title I, Part A - $135930.00, 211 - Title I, Part A - $1971.00, 211 - Title I, Part A - $10150.00, 211 - Title I, Part A - $869.00, 211 - Title I, Part A - $10470.00, 211 - Title I, Part A - $11698.00					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4	1, 2, 9	Administration, Teachers, I-Coach	Performance on campus assessments, district assessments, STAAR, TELPAS, and report cards.			
6) Instructional materials and supplies will be provided to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curriculum to improve and support student achievement. These supplies will include but will not be limited to: technology, books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...	Funding Sources: 211 - Title I, Part A - $21907.98					

✓ = Accomplished ◴ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue

Goal 2: By 2018, 80% of the students in Kindergarten through 5th grade that are labeled as economically disadvantaged will be on level in math as measured by the Kathy Richardson assessment for K and 1st, NRT for 2nd and STAAR Math for 3rd, 4th, and 5th.

Performance Objective 1: Increase the Math STAAR level II performance to 70% as well increase the Kathy Richardson and NRT on or above level performance from 50% to 60% for our economically disadvantaged students.

Summative Evaluation: The summative evaluation will be based on Campus Common Assessments, District Assessments, Kathy Richardson math tests, STAAR and IOWA.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy 1) BCE will promote the implementation of the Math TEKS and Singapore Math through the use of Math In Focus adoption with regular monthly professional development provided by the I-Coach.	1, 2, 3, 4	I- Coach, Teachers, Administration	Performance on Campus Assessments, District Assessments, STAAR, Report Cards			
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 2) BCE will target students that are struggling in math, reading, and writing by providing after school tutorials taught by campus teachers.	1, 2, 3, 8, 9	Administration, Teachers, Instructional Leadership Team	Campus and District Assessments, STAAR, DRA/EDL			
		Funding Sources: 211 - Title I, Part A - $2500.00				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 3) BCE will address the needs of the students struggling in math in grades K- 5 with the hiring of .5 math interventionist. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR -Will serve on the Instructional Team	1, 2, 3, 4, 9, 10	Administration, math interventionist	STAAR, Campus and District Assessments, NRT			
		Funding Sources: 211 - Title I, Part A - $29634.00, 211 - Title I, Part A - $430.00, 211 - Title I, Part A - $189.00				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue						

Goal 3: By 2018, 70% of the ELL students in 5th grade who have been in the U. S. three years or more will meet the LEP exit criteria.

Performance Objective 1: Increase the TELPAS performance so that 90% of the students make one year's growth in English.

Summative Evaluation: The summative evaluation will consist of feedback provided via student surveys, parent surveys, and teacher surveys.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2	1, 2, 4	Administration, teachers	TELPAS Results, Classroom observations, DRA			
1) Texas A & M ESL program materials will be purchased for 1st and 2nd grade teachers. The materials needed will include books, notebooks, chart tablets, and classroom supplies.	Funding Sources: 211 - Title I, Part A - $5416.44					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7	1, 2, 3	Administration, I-Coach, Teachers	TELPAS results, STAAR Results, NRT/Logramos			
2) Reviewing TELPAS scores with 2nd - 5th grade to identify strengths and weakness. A focus on reading skills and vocabulary development through the use of CCP strategies, Word Walls, ELPS, and daily read alouds.						
✔ = Accomplished　◕ = Considerable　◔ = Some Progress　◯ = No Progress　✖ = Discontinue						

Goal 4: To improve parental involvement on our campus by providing opportunities and programs that help parents participate in the education of their children so that higher education is a reality for every child at BCE.

Performance Objective 1: Increase parental involvement by 30% for all school activities.

Summative Evaluation: The summative evaluation will be based on sign-in sheets and Parent Surveys.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 5 1) The campus will participate in a college and career activities such as college shirt day, displays of teachers' college diplomas, speakers, etc..during the week of "Go Get It Week". The week will culminate with a trip for our 5th grade students and their parents to the University of Houston.	1, 6	Counselor, Administration, Teachers	Parent Survey, Student Survey, Student Reflections and written responses			
		Funding Sources: 211 - Title I, Part A - $200.00				
2) Campus Career Day will focus on careers that require a college/university, trade school certificate or military training. Members of the community will be invited to present information to the students regarding their careers. Parents will be invited to attend so that they will be able to know about the opportunities available to their children and thus promote conversations at home.	1, 6	Counselor, Administration, Teachers, CIS	Student Reflections, Survey of Presenters			
Critical Success Factors CSF 1 CSF 5 3) Family Academic Nights (Literacy, Math, Science, Technology) and STAAR Night will help parents gain knowledge of the TEKS and STAAR objectives as well as expectations for student performance on the STAAR. BCE will receive the support of the United Way to bring in the Children's Museum to provide assistance for one of the Academic Nights.	2, 6	Administration, Teachers, CIP Committees, United Way	Parent Survey, Teacher Survey, Parent Sign-in Sheets			
		Funding Sources: Other: See Account Code - $5000.00				
Critical Success Factors CSF 5 4) BCE will continue to work on improving home-school communication. A. School website will be updated as needed, to provide parents info B. Monthly newsletter and calendar highlighting all of the BCE activities will be sent home once a month. C. Wednesday folders will be used to send and receive information between the school and home. D. BCE will continue to use the event notification system. E. Parent Coffees will take place throughout the school year with the campus administrators to provide necessary information and topics of interest to parents. Snacks will be purchased for these meetings.	1, 6	Administration, CIP Committees, CIS Project Manager, Counselor, Teachers	Parent Surveys, Parent Sign-in sheets	🟠	✔	
		Funding Sources: 211 - Title I, Part A - $500.00, 211 - Title I, Part A - $294.00				

State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 5	1, 2, 9	Boys and Girls Club Personnel, Administration, Linda Buchman	Student Survey, Teacher Survey, Parent Survey, Report Cards			
5) After School Program - The Boys and Girls Club of Houston program will have up to 300 students participate in the program where they will have homework assistance, attend enrichment classes, and will receive tutorials from Silva Learning tutors. BCE will provide student transportation.	Funding Sources: 211 - Title I, Part A - $11000.00					
Critical Success Factors CSF 5 6) To help build ties between the school and home, BCE will: Provide Parent Education classes and programs such as:	6	Administration, CIP Committees, CIS Project Manager, Counselor, Teachers	Parent Surveys, Parent Sign-in sheets			
* parenting classes * ESL classes * Love and Logic for Parents * Volunteer Luncheon * Academic Nights * Volunteers of America Strengthening Families * Triple P Program * Latino Literacy Classes * College visits * Visit to the Downtown Houston Public Library To encourage parents to attend these events/meetings, snacks will be provided as well as transportation when needed to events such as college visits and the public library. Materials will also purchased as needed for the classes listed above.	Funding Sources: 211 - Title I, Part A - $763.00, 211 - Title I, Part A - $200.00, 211 - Title I, Part A - $200.00					
Critical Success Factors CSF 5 7) BCE will participate in the Share A Smile program to make sure parents feel welcome.	6	Becky Wuerth, Administration, Climate Committee, Teachers, Staff	Parent Surveys			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue						

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

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Summative Evaluation: All strategies will be implemented.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. (List programs to be evaluated. Include all programs receiving state or federal funds.)	9					
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7	1, 2, 3, 4, 9	I-Coach, Reading Interventionists, Administrations	DRA/EDL, Observation Survey, Region 4 certificate			
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.) Professional development opportunities through Region 4, district, and campus will be provided. The Reading Interventionists and I-Coach will provide professional development for each grade level focused on guided reading to assist in the administration of the DRA/EDL and small group instruction.	Funding Sources: 211 - Title I, Part A - $500.00					

State System Safeguard Strategy 3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) The reading and math interventionists will work with the students that failed the STAAR tests the previous year. They will have set schedules for their groups and work with them on a daily basis. The I-Coach will work closely with the teachers to monitor the recording of student progress on the SSI forms throughout the year.	1, 2, 3, 8, 9	I-Coach, interventionists, teachers, administration	SSI Reports, STAAR, Campus and District Assessments			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose). The campus tech representative will work with the librarian and I-Coach to provide support and professional development opportunities that will help the teachers integrate technology into their curriculum and instruction. To help support science instruction school-wide, Edusmart will be purchase d as a resource and supplement.	5	Administration, CIT, I-Coach, Tech Rep, Librarian	Teacher Survey			
		Funding Sources: 211 - Title I, Part A - $4500.00				
5) Promote parent and community involvement in drug and violence prevention programs/ activities. (Provide specific information about the activities on your campus.) The parents are invited to attend Parent Coffee meetings which are held once a month. The meetings host a guest speaker that talk about various topics that can impact home life such as gangs, family violence, nutrition, parenting skills, etc.	6, 10	Administration, CIS Project Manager, Counselor	Parent Survey, Parent Coffee Sign-In Sheets			

Critical Success Factors CSF 4 CSF 6	1, 2, 4, 6	Counselor, Teachers, Administration, CIS Project Manager	Teacher Surveys, Discipline Referrals			
6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * CARES * SEL * Developmental Assests * TRIBES * Love and Logic (Using this list, select those that apply to your campus and describe how they are implemented.) The counselor provides staff development and information on training opportunities for the faculty on the topics listed above throughout the year during faculty meetings based on teacher needs. To help minimize bullying incidents, BCE will continue to implement Positive Behavior Interventions and Support to help improve behavior in the hallways, restrooms, cafeteria, and playground. We will also present school assemblies for students in grades K-5 on anti-bullying such as the Texans Toro Anti-Bullying Prevention Program.						

Critical Success Factors CSF 4 7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. (Describe what is being done on your campus to promote or increase inclusion.) Special Ed students get in class support in order to have access to the grade level TEKS. Students in special education self-contained programs for more severe disabilities are also included in general education setting for a minimum of 20 minutes a day as well as fine arts and physical fitness class to increase social skills so that can only be accessed through general education setting.	1, 2, 9	Administration, Sp. Ed Teachers, Teachers, Diagnostician	Observation, IEP Data, Mastery of TEKS			
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 5 8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.) All special education students will take the STAAR since there is not a modified version. The ARD committee members make data driven decisions based on student progress on IEPs.	1, 2, 9	Administration, Special Ed Teacher, Diagnostician, Classroom Teachers	Campus and District Assessments, STAAR			
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. (What is your campus plan and timeline to meet this expectation.) Our campus diagnostician and SLP schedule and communicate annual ARD meetings months in advance so that all committee members are aware. They also schedule needed testing following the 45 school day timeline for initial assessments and 30 days for the initial ARDs.	1, 2, 9	School Diagnostician, Speech Pathologist	ARD Meeting Minutes			

State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) Science will continue to be a priority in all grade levels. The I-Coach and district personnel will provide needed professional development and support for all teachers throughout the school year on the newly adopted STEMScopes.	1, 2, 3, 4	Administration, I-Coach, Teachers, District Personnel	Performance on campus assessments, district assessments, STAAR, and report cards.		
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.) Using At-Risk and Bilingual funds from general funding, instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition. These supplies will include but will not be limited to: books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...	1, 2, 3, 9	Administration, Instructional Leadership Team, I-Coach, Teachers	Campus and district assessments, STAAR Funding Sources: 199 - General Fund - $4020.00		

12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships (Complete this activity by describing how you will meet this expectation on your campus.) The principal, librarian, and teachers will work closely with representatives from the United Way Reading Together Program to ensure that there is good communication, students are selected appropriately and a calendar of sessions is established for the year. The counselor and CIS Project manager work with volunteer groups/companies such as Emerson and parent volunteers throughout the year. The year culminates with a volunteer breakfast celebration to appreciate them for their time and dedication.	6, 9	Administration, Counselor, CIS Project Manager	Volunteer Survey			
State System Safeguard Strategy 13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Dual Language Programs * Problem-Based Learning * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) Teachers will be provided the opportunity to attend training in the areas of need such as small group instruction either at the campus or district level. Vertical team meeting will be scheduled throughout the school year during faculty meetings.	1, 2, 3, 4, 8, 9, 10	Administration, Teachers, I-Coach, Interventionists	Teacher Surveys, Student Performance on DRA/EDL, Campus and district assessments, STAAR			

State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7	1, 2, 3, 4, 8, 9	Administration, teachers, i-coach	Teacher Survey, Student performance on DRA/EDL, Campus and District Assessments, STAAR			
14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. (Complete this activity by describing how you will meet this expectation on your campus.) During the school year, the administrators will meet with teachers during diagnostic conferences and feedback sessions after walkthroughs to discuss instructional practices and student progress. If needed, teachers and administrators will agree on the next step for assistance which may include professional development opportunities. Title I funds will be used to cover the cost of substitutes. Also, during the school year, the I-Coach will provide feedback on lesson plans and any necessary training.	Funding Sources: 211 - Title I, Part A - $500.00					
15) Provide support for new teachers with ongoing mentoring and planning with certified staff. (Complete this activity by describing how you will meet this expectation on your campus.) All new teachers to the profession and campus are provided a mentor or a buddy teacher. The new teachers get a mentor assigned that is on the same grade or a member of the Instructional Leadership Team to assure their success.	5, 8	Administration, I-Coach, Teachers	New Teacher Survey			
16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website (Complete this activity by describing how you will meet this expectation on your campus plan.) The administrators will attend the district job fair and, when possible, go with HR personnel on recruiting trips. The technology committee will update the school website to promote BCE.	5	Administration	New Teacher Survey			

Critical Success Factors CSF 5 CSF 6 17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. (Complete this activity by describing how you will meet this expectation on your campus.) We will invite Ms. Coffee from the External Funding Office to present to our staff during one of our faculty meetings on various strategies to increase parental involvement and improve the home/school relationships.	1, 4, 6, 8	CIT, Administration, CIS Project Manager, Counselor, Teachers	Parent Survey, Teacher Survey
Critical Success Factors CSF 5 18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only. Other campuses may delete. (Complete this activity by describing how you will increase parent involvement in the kindergarten transition process.) We work with Bear Blvd so that the parents are aware of our Kinder Round-up event in the Spring. The event is hosted in the evening and the teachers present information on what the parents can expect the following year. Then they are given a tour of the classrooms and building. The Pre-K students are also invited to come visit our campus along with their teachers so they get an idea of their new school. They end with a trip to the cafeteria where they are given cookies and milk.	7	Kinder Teachers, Administration, Counselor, Cafeteria Personnel	Parent sign-in for Kinder Round-Up event
19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. (Select at least one area of focus from the list and describe how you will implement this on your campus.) The teachers receive a list of training opportunities throughout the year so they can attend and keep up with their GT hours.	3, 4, 9	Administration, Counselor, Teachers	Teacher GT Certification

20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. (Complete this activity by describing how you will meet this expectation on your campus.) GT Students are grouped and placed in the same class with GT certified teacher.	2, 3, 4, 9	Administration, Teachers, Counselor	Student projects			
21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the district-wide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. (Conduct an annual G/T parent meeting to develop awareness of the program, identification, and requirements.) Complete this activity by describing how you will meet these expectations on your campus. During a Parent Coffee, the information on the GT program will be presented to parents to make them aware of the program, process, and requirements.	6, 9	Administration, Counselor	Parent Coffee Sign -in			
22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey	10					
23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)	6	Administration	Parent Coffee Sign-in			

24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be discussed.)	6	Administration, CIS Project Manager	Parent Survey, Parent Coffee Sign-in			

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Emphasis will be placed on reading comprehension and fluency through the use of the Comprehension Toolkit, Guided Reading strategies, and vocabulary development. Professional development will be provided on campus as well as at the district level.
1	1	2	BCE will increase the focus on reading implementing a reading incentive program that motivates the students to become independent readers and coordinates with Accelerated Reader program. A RAZ Kids license will also be purchased so that this program can be used school-wide. The reading committee will come up the incentives, reading goals, and reading logs.
1	1	3	BCE will integrate writing instruction in all the grade levels to enhance and support student reading skills. The I-coach will continue to provide support for the Empowering Writers program. Teachers will submit monthly writing samples for all students. 4th grade LA teachers will attend Empowering Writers professional development for grammar development. The needed EP grammar materials will be purchased as well. An after school enrichment program for girls in 4th and 5th grade will focus on enhancing writing skills and self-confidence. Two teachers will work with girls on writing narrative, expository, and descriptive essays generated through discussions topics, experiences, and goal setting.
1	1	4	BCE will purchase materials such books and tubs to support the development of the classroom libraries.
1	1	5	BCE will address the needs of the students struggling in reading in grades K- 5 with the hiring of 2 Reading Interventionists. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR -Will serve on the Instructional Team After school tutorials will be held in the Spring semester for 3rd - 5th grade students that are struggling in the tested subjects - reading, math, writing and science.
1	1	6	Instructional materials and supplies will be provided to support 2nd Language Acquisition, LA, Math, Science, and Social Studies curriculum to improve and support student achievement. These supplies will include but will not be limited to: technology, books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...
2	1	1	BCE will promote the implementation of the Math TEKS and Singapore Math through the use of Math In Focus adoption with regular monthly professional development provided by the I-Coach.
2	1	2	BCE will target students that are struggling in math, reading, and writing by providing after school tutorials taught by campus teachers.
2	1	3	BCE will address the needs of the students struggling in math in grades K- 5 with the hiring of .5 math interventionist. -Small group instruction -Provide professional development for teachers -Assist teachers w/ assessments, lesson planning, and road-mapping -Narrow the gap between English/Spanish comprehension -Students failing assessments and STAAR -Will serve on the Instructional Team
3	1	1	Texas A & M ESL program materials will be purchased for 1st and 2nd grade teachers. The materials needed will include books, notebooks, chart tablets, and classroom supplies.

Goal	Objective	Strategy	Description
3	1	2	Reviewing TELPAS scores with 2nd - 5th grade to identify strengths and weakness. A focus on reading skills and vocabulary development through the use of CCP strategies, Word Walls, ELPS, and daily read alouds.
4	1	5	After School Program - The Boys and Girls Club of Houston program will have up to 300 students participate in the program where they will have homework assistance, attend enrichment classes, and will receive tutorials from Silva Learning tutors. BCE will provide student transportation.
5	1	2	Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. (Describe your campus program for developing, strengthening, accelerating, and monitoring reading instruction.) Professional development opportunities through Region 4, district, and campus will be provided. The Reading Interventionists and I-Coach will provide professional development for each grade level focused on guided reading to assist in the administration of the DRA/EDL and small group instruction.
5	1	3	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. (Provide specific information about the remediation and monitoring of SSI students on your campus.) The reading and math interventionists will work with the students that failed the STAAR tests the previous year. They will have set schedules for their groups and work with them on a daily basis. The I-Coach will work closely with the teachers to monitor the recording of student progress on the SSI forms throughout the year.
5	1	4	TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose). The campus tech representative will work with the librarian and I-Coach to provide support and professional development opportunities that will help the teachers integrate technology into their curriculum and instruction. To help support science instruction school-wide, Edusmart will be purchase d as a resource and supplement.
5	1	8	SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? (Describe how you will improve this process on your campus this year.) All special education students will take the STAAR since there is not a modified version. The ARD committee members make data driven decisions based on student progress on IEPs.

Goal	Objective	Strategy	Description
5	1	10	STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEPIntervention Specialist (Describe how iCoaches and other support staff are being used on your campus to meet this expectation.) Science will continue to be a priority in all grade levels. The I-Coach and district personnel will provide needed professional development and support for all teachers throughout the school year on the newly adopted STEMScopes.
5	1	11	Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc... (Identify the materials appropriate to your campus from the list that can be used to meet this expectation. Describe how and by whom these will be used on your campus.) Using At-Risk and Bilingual funds from general funding, instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition. These supplies will include but will not be limited to: books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...
5	1	13	TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Dual Language Programs * Problem-Based Learning * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/in-services/ workshops and/or conferences together with structured follow-up. (Using this list of activities, select those that will be implemented on your campus. Delete the other activities. Provide specific information about how you will structure staff development.) Teachers will be provided the opportunity to attend training in the areas of need such as small group instruction either at the campus or district level. Vertical team meeting will be scheduled throughout the school year during faculty meetings.
5	1	14	Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. (Complete this activity by describing how you will meet this expectation on your campus.) During the school year, the administrators will meet with teachers during diagnostic conferences and feedback sessions after walkthroughs to discuss instructional practices and student progress. If needed, teachers and administrators will agree on the next step for assistance which may include professional development opportunities. Title I funds will be used to cover the cost of substitutes. Also, during the school year, the I-Coach will provide feedback on lesson plans and any necessary training.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
5	1	4	TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose). The campus tech representative will work with the librarian and I-Coach to provide support and professional development opportunities that will help the teachers integrate technology into their curriculum and instruction. To help support science instruction school-wide, Edusmart will be purchase d as a resource and supplement.

State Compensatory

Budget for Buffalo Creek Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
211.13.6112.000.126.30.0.000.FBG16	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$500.00
211.11.6116.000.126.30.0.000.FBG16	6116 Extra Duty Stipend - Locally Defined	$0.00
211.11.6119.000.126.30.0.000.FBG16	6119 Salaries or Wages - Teachers and Other Professional Personnel	$135,930.00
211.11.6141.000.126.30.0.000.FBG16	6141 Social Security/Medicare	$1,971.00
211.11.6142.000.126.30.0.000.FBG16	6142 Group Health and Life Insurance	$10,150.00
211.11.6143.000.126.30.0.000.FBG16	6143 Workers' Compensation	$869.00
211.11.6146.000.126.30.0.000.FBG16	6146 Teacher Retirement/TRS Care	$10,470.00
	6100 Subtotal:	**$159,890.00**
6200 Professional and Contracted Services		
211.11.6299.000.126.30.0.000.FBG16	6299 Miscellaneous Contracted Services	$0.00
	6200 Subtotal:	**$0.00**
6300 Supplies and Services		
211.11.6399.000.126.30.0.000.FBG16	6399 General Supplies	$42,926.00
211.61.6399.000.126.30.0.000.FBG16	6399 General Supplies	$1,000.00
	6300 Subtotal:	**$43,926.00**
6400 Other Operating Costs		
211.61.6419.000.126.30.0.000.FBG16	6419 Non-Employee Travel	$400.00
211.11.6494.000.126.30.0.000.FBG16	6494 Reclassified Transportation Expenses	$11,000.00
211.61.6499.000.126.30.0.000.FBG16	6499 Miscellaneous Operating Costs	$494.00

	6400 Subtotal:	$11,894.00

Title I Personnel

Name	Position	Program	FTE
Cira Trevino	Reading Interventionist	Title I	
Elizabeth Villarreal	Reading Interventionist	Title I	
Rose Carling	Math Interventionist Part-time	Title I	

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	At-risk and Bilingual Funds from General Budget		$4,020.00
				Sub-Total	$4,020.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title I Funds for RAZ Kids	211.11.6397.000.126.30.0.000.FBG16	$1,869.90
1	1	3	Empowering Writers Professional Development	211.13.6411.000.126.30.0.000.FBG16	$1,197.00
1	1	3	Empowering Writers Grammar Materials	211.11.6399.000.126.30.0.000.FBG16	$150.00
1	1	3	Title I funds for Girls Class	211.11.6116.000.126.30.0.000.FBG16	$2,500.00
1	1	4	Title I Funds for books, tubs	211.11.6399.000.126.30.0.000.FBG16	$3,000.00
1	1	5	Title I Funds for Salaries will cover 1.75 Units	211.11.6119.000.126.30.0.000.FBG16	$135,930.00
1	1	5	Medicare	211.11.6141.000.126.30.0.000.FBG16	$1,971.00
1	1	5	Employer Contribution	211.11.6142.000.126.30.0.000.FBG16	$10,150.00
1	1	5	Workers Comp	211.11.6143.000.126.30.0.000.FBG16	$869.00
1	1	5	Teacher Retirement	211.11.6146.000.126.30.0.000.FBG16	$10,470.00
1	1	5	After School Tutorials	211.11.6116.000.126.30.0.000.FBG16	$11,698.00
1	1	6	Materials for all areas	211.11.6399.000.126.30.0.000.FBG16	$21,907.98
2	1	2	Title I funds to pay for tutorials	211.13.6411.000.126.30.0.000.FBG16	$2,500.00
2	1	3	Title I Funds for Salaries for a .5 math interventionist	211.11.6119.000.126.30.0.000.FBG16	$29,634.00
2	1	3	Medicare	211.11.6141.000.126.30.0.000.FBG16	$430.00
2	1	3	Workers Comp	211.11.6143.000.126.30.0.000.FBG16	$189.00
3	1	1	Books and supplies	211.11.6329.000.126.30.0.000.FBG16	$5,416.44
4	1	1	Transportation for Parents	211.61.6419.000.126.30.0.000.FBG16	$200.00
4	1	4	Supplies and materials	211.61.6399.000.126.30.0.000.FBG16	$500.00
4	1	4	Snacks	211.61.6499.000.126.30.0.000.FBG16	$294.00

4	1	5	Transportation for students	211.11.6494.000.126.30.0.000.FBG16	$11,000.00
4	1	6	Materials	211.61.6399.000.126.30.0.000.FBG16	$763.00
4	1	6	Snacks	211.61.6499.000.126.30.0.000.FBG16	$200.00
4	1	6	Transportation for parents	211.61.6419.000.126.30.0.000.FBG16	$200.00
5	1	2	Title I funds for Region 4 training	211.13.6239.000.126.30.0.000.FBG16	$500.00
5	1	4	Title I Funds for Edusmart $4500		$4,500.00
5	1	14	Substitutes	211.13.6112.000.126.30.0.000.FBG16	$500.00
				Sub-Total	$258,539.32

Other: See Account Code

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	PTA funded the AR Program		$3,666.74
1	1	2	Technology student funds for Data Integrator		$311.11
4	1	3	Children's Museum Family Nights sponsored by the United Way		$5,000.00
				Sub-Total	$8,977.85
				Grand Total	$271,537.17