

Brownsville Independent School District

Champion Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: November 6, 2019

Mission Statement

To accomplish this vision, Champion Elementary, will provide a challenging and rigorous curriculum for all students. School educators and parents will work collaboratively to promote a learning environment of respect and unity, where students take responsibility for their own educational success.

Vision

Champion Elementary will produce responsible students who will be able to reason critically, and become productive members of the school and the community. school staff will have high learning expectations and implement a rigorous curriculum for all learners. The school learning climate will be positive and conducive to high academic excellence.

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Comprehensive Needs Assessment

Revised/Approved: April 25, 2019

Needs Assessment Overview

Champion Elementary School

Campus Narrative

Champion Elementary School is located in Brownsville, Texas. Champion Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was constructed in 2001 with 5 classrooms added in the ensuing years. The campus is now comprised of 47 classrooms, a science lab, computer lab, a self-contained library, a multi-purpose cafeteria with an indoor stage, and a large gymnasium with basketball courts.

The student population at Champion Elementary School is approximately 850 and serves students in grades prekindergarten through fifth grade. According to the PEIMS Data Review of our campus profile, 99 % of the student population is Hispanic and 99.4% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 48.8 % are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Champion Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area in addition to Art, P.E., Science Lab, Computer Lab, and Library. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The instructional staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. Teachers are carefully selected and spend countless hours enhancing their professional skills. They attend a wide variety of professional development offerings provided at the school as well as through the Brownsville Independent School District. Many teachers also pursue advanced level university degrees. The current staff at Champion Elementary School consists of 52 teachers, 4 campus administrators, 2 counselors, 1 nurse, 15 educational aides, 5 office support staff, 4 custodial staff, and 1 security officer. The ethnicity of the Champion Elementary School staff is diverse with 98 % Hispanic, and 2 % Caucasian. The teaching staff is also 28 % male and 72 % female.

Champion Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as UIL, Science Fair, Art Fairs, Brainville, Running Club, Library Club, Ballroom Dancing, Chess and Soccer.

School Namesake: Albert Alfonso Champion

School Colors: Teal/Black/Silver

School Mascot: Colt

School Song: Hail Mighty Champions

School Motto: Our Name Says it All

Annual Campus Goals

Champion Elementary School faculty and staff are committed to the following goals:

- Champion Elementary will improve student performance in reading.
- Champion Elementary will improve student performance in math and science.

Champion Elementary will improve student performance in writing.

Demographics

Demographics Summary

Champion Elementary opened its doors in 2001. In 2017, Champion served 832 students, 98% hispanic and 1% white and 1% African American. According to the 2017 - 2018 Texas Academic Performance Report, 830 students are categorized as Economically Disadvantaged (99%) and 543 (70%) meet the at-risk criteria. At-risk students are provided supplemental services through State Compensatory Education program. English Language Learners make up 409 students of the campus population. ELL's are provided Bilingual Education through the use of the Transitional Model. The most recent official data reveals that our mobility percentages are just below the state level. Attendance percentages have been a struggle at Champion Elementary, in 2017 our attendance rate indicator score was set at 97.5%.

For the 2017-2018 school year, 70 students or 8% of the school's population receives special education services. 16 students have been identified as homeless; they represent 0.01% of the population. 16 students have been identified as being migrant, and 5 meet the (PFS) Priority For Service criteria. Our school identified and services 55 Gifted and Talented students. GT services for these students are evident in teacher's lesson plans and in the completion of six weeks projects based on the student's area of interest.

Champion Elementary serves students in grades PK3, PK4 - 5th grade including one PPCD, one LifeSkills and one B.I unit. Class size averages are 22:1. The total enrollment for the campus has always been above 800 students. Champion Elementary earned all 4 out of 6 TEA distinctions and is committed to academic excellence.

The attendance rate was 97.5% for all students and 97.5% for at risk students. The retention rate was 6% for all students and 8% for at risk students.

Demographics Strengths

1. *Teacher-Student Ratio
2. *Pre K 3 Am & PM Classes
3. *Identification of at-risk, migrant, homeless, ELL students is in place at the campus
4. *Services for students in subpopulations and special programs are provided
5. *Continue with an increased number in GT nominations
6. *Wellness and Physical Education
7. *Fine Arts - Music and Art

Demographics Needs

1. *Provide a variety of student incentives to increase attendance percentages

2. *Classrooms with perfect attendance will be recognized on a weekly basis and will be rewarded
3. *Provide professional development on how to identify and provide services to at-risk students, homeless and migrant students
4. *Provide general supplies and supplemental materials to Migrant Students
5. *Provide GT identified students with supplemental supplies and materials
6. *Bilingual Certified teachers will attend professional development session that address ELL's needs
7. *Dean of Instruction will attend in and out of district Professional Development sessions and conferences

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase attendance rates by providing classrooms with perfect attendance be recognized on a weekly basis and will be rewarded with a healthy snack **Root Cause:** Low Attendance

Student Academic Achievement

Student Academic Achievement Summary

Student achievement is one of our primary focus points at Champion Elementary. In order to monitor and ensure that all students are performing at the necessary levels in core subject areas, the campus established the use of a Data Wall. Through the ongoing analysis/monitoring of the data content of the wall, we are able to support instructional decision making and evaluate instructional practices. The implementation of the data wall, has come to establish a Professional Learning Community at our campus. Our PLC is guided by data and is in continuous instructional motion based on this data. Weekly Assessment Analysis sessions are held every Thursday with teachers to discuss weekly student performance on tests and plan of action to target needs. Below you will find data for grades PK 3 & 4 to 5th reflecting performance in state mandated assessments such as CPALL's, TPRI/Tejas LEE, and STAAR.

Grade Level	Skill	2017 - 2018	2017 – 2018	2018 – 2019	2018 – 2019	
		Prek 3	Prek 4	Prek 3	Prek 4	
Pre-K 3 & 4 CPALLS English % MAP	Phonological Awareness	93%	95%			
	Rapid Letter Naming	73%	79%			
	Rapid Vocabulary Naming	93%	67%			
	Math Screener	93%	97%			
	Science Screener	100%	100%			
K - TPRI % Developed	Phonological Awareness	80%	89%			
	Phonics	100%	100%			
	Listening Comprehension	86%	92%			
First – TPRI % Developed	Phonological Awareness	86%	79%			
	Phonics	85%	82%			
	Word Reading	68%	51%			
	Fluency	52%	34%			
	Reading Comprehension	49%	31%			
Second – TPRI % Developed	Phonics	42%	46%			
	Word Reading	71%	71%			
	Fluency	41%	50%			
	Reading Comprehension	80%	74%			

Grade Level	Skill	2017 - 2018	2017 – 2018	2018 – 2019	2018 – 2019	
		Prek 3	Prek 4	Prek 3	Prek 4	
Third – TPRI % Developed	Phonics	17 %	20%			
	Word Reading	50%	51%			
	Fluency	25%	23%			
	Reading Comprehension	48%	43%			

Grade Level	Skill	2017 – 2018	2017 – 2018	2018 – 2019	2018 - 2019	
		Prek 3	Prek 4	Prek 3	Prek 4	
Pre-K CPALLS Spanish % MAP	Phonological Awareness	82%	82%			
	Rapid Letter Naming	18%	50%			
	Rapid Vocabulary Naming	73%	32%			
	Math Screener	100%	100%			
	Science Screener	100%	100%			
K – Tejas Lee % Developed	Phonological Awareness	74%	82%			
	Phonics	85%	77%			
	Word Reading	66%	55%			
	Listening Comprehension	74%	91%			
	Reading Comprehension	81%	68%			
First – Tejas Lee % Developed	Phonological Awareness	20%	40%			
	Phonics	20%	0%			
	Word Reading	20%	40%			
	Fluency	0%	0%			
	Reading Comprehension	20%	40%			
Second – Tejas Lee % Developed	Phonics	0%	50%			
	Word Reading	50%	50%			
	Fluency	0%	50%			
	Reading Comprehension	0%	50%			

Grade Level	Skill	2017 – 2018	2017 – 2018	2018 – 2019	2018 - 2019	
		Prek 3	Prek 4	Prek 3	Prek 4	
Third – Tejas Lee % Developed	Phonics	0%	0%			
	Fluency	0%	0%			
	Reading Comprehension	80%	67%			

CAMPUS STAAR SUMMARY

ALL SUBJECTS	<i>2016 -2017</i>	<i>2017 - 2018</i>	<i>2018 - 2019</i>		
	<u>89</u>	<u>87</u>			
READING	85	81			
MATH	95	94			
WRITING	81	78			
SCIENCE	91	90			

3rd-5th 2017-2018 grade All Students STAAR Summary

	3 rd grade	4 th grade	5 th grade
Reading	78	75	89.4
Math	93	90	98.4
Writing	*	76	*

	3 rd grade	4 th grade	5 th grade
Science	*	*	89

The trends identified when scores were compared over a period of three years demonstrate the number of students meeting the LEVEL I met performance has increased every year. Scores are analyzed by subject area during a 3 year period. Various initiatives and ongoing monitoring are taking place.

The chart below shows the Performance variation between all student groups:

	AT-RISK	ECO. DIS	HISPANIC	WHITE	FEMALE	MALE	GT	LEP	MIGRANT	SPED
READING 3rd-4th	64%	72%					100%	61%	75%	26%
WRITING 4th	67%	75%					100%	64%	0%	50%
MATH 3rd - 4th	87%	90%					100%	85%	75%	63%
SCIENCE 5th	84%	87%					100%	88%	100%	41%

The 2017-2018 trends identified when all students performances was compared with all student groups indicate subgroups such as Special Education students, LEP and At-Risk students are scoring below the All Student group in the areas of Reading and Writing. Monitoring and ongoing assessment must continue in order to increase these percentages.

Student Academic Achievement Strengths

1. ***Increase in Meets and Master Performance Scores in Math and Reading**
2. ***Increase in STAAR Math scores**

Student Achievement Needs

1. ***Increase Reading and Writing STAAR scores to meet 90% goal**
2. ***Increase the availability of student resources, instructional materials and literacy materials**
3. ***Increase TPRI/TEJAS LEE percentages- 90% developed for lower grades**
4. ***Provide teachers with professional development sessions**
5. ***Increase Science STAAR scores to meet 90% goal**
6. ***Provide nurse supplies to meet student needs**

7. ***Provide Migrant Teacher and General Ed teacher supplies to meet student needs in the migrant population**

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Failed to meet Reading STAAR scores to meet 90% goal. **Root Cause:** Low reading scores in 3rd

School Processes & Programs

School Processes & Programs Summary

At Champion Elementary we recognize that the entire campus is strengthened by the recruiting of highly-qualified individuals that will be role models to faculty, staff and students. In order to fulfill this goal, campus staff and central office work collaboratively to bring in the most qualified individuals that are the best match based on our campus needs and strengths. Our principal has access to the software Winocular, where candidates have been pre-screened by central office to meet the criteria that the job requires. The campus hiring committee along with the principal, interview candidates. Once the committee makes their selection, the campus recommends the applicant and all the required documentation is sent to human resources for processing until it culminates with Board approval.

Retaining good employees is a top priority. At Champion Elementary we implement effective retention practices that allow for the employee to stay and at the same time grow professionally. When candidates interview, aside from just asking the interview questions, we inform the candidate of the campus initiatives, programs, events, achievements and goals. When there is a good match between an employee and its organization, retention is less likely to be an issue. Supporting the employees right in the key early stages is essential. New teachers are assigned a mentor, a proven successful teacher, that will guide and mentor the teacher through her first years. The Dean of Instruction offers and conducts modeling and coteaching sessions. The teacher is also sent to observe colleagues in order for them to begin forming their own teaching style.

New teachers are required to attend new teacher inservices, GT core hours, Bilingual, Bilingual trainings such as SIOP, Excell, etc. Existing teachers continue to attend professional development sessions for professional growth and to meet state requirements.

Ongoing walkthroughs, accompanied by debriefing sessions, allow employees to know what they are doing well in and where they need to improve. Both teachers and the campus benefit from this process. Engaging teachers in various campus/district events provides commitment and productivity. The principal and administrators are always visible at school/district functions and support teachers in their participation. Our campus participates and implements several programs that allow for teachers to earn extra earnings. These include tutorials, UIL, Chess and other academic activities..

Weekly meetings are used to target instruction. Teachers, Dean of Instruction and Principal meet to share strategies for the upcoming week. Teachers feel more confident when they leave, knowing that effective teaching strategies were shared modeled and it allows for uniformity and alignment.

Faculty meetings are called to relay important information to all faculty and staff. A campus weekly letter informing teachers and staff of the weeks' schedule and events is provided to them. Champion Elementary holds an annual Posada and end of year celebration for teachers and staff. Teachers and staff also participate in numerous school performances for the benefit and enjoyment of our students. Our faculty Volleyball team has brought back seven District Championship Titles, thus allowing for an inviting and exciting environment conducive to learning for all.

In order to achieve a positive impact on student learning, we must ensure that Curriculum, Instruction, and Assessment are interactive, dependent on each other and that they work collaboratively toward the same ends. The guidelines by which this triangle is sustained are the Texas Essential Knowledge and

Skills. The curriculum is what we teach. We use adopted textbooks along with additional support resources in order to target all the TEKS that the students we service must master. Teachers at our campus support the implementation of the TEKS with the use of ELA, Math, Science, and Social Studies textbooks and supplement these with research-based resources and effective teaching strategies. Curriculum Specialists at the district level along with campus teachers developed the lesson plans, frameworks and scope and sequence for core subject areas. Teachers are also invited to be part in the ongoing evaluation of the instruction and strategies, by serving as the ELA, Math, Science, Fine Arts, and Social Studies points of contact. Teachers attend ongoing professional development in the use and implementation of both the TEKS and the resources used to address these. Due to the update of the math TEKS, at the campus level, we hold weekly meetings to address the new TEKS and share ideas, instructional strategies and methods to address the new changes.

Instruction is the how we teach the Texas Essential Knowledge and Skills. During our weekly sharing sessions, teachers model for each other the different effective strategies they have implemented to teach a particular topic, concept, or skill. Teachers within the grade level come to a consensus as to the best teaching practice and decide which of the one's presented will be used. The Dean of Instruction provides modeling sessions in and out of the classroom setting. They co-teach in the classroom the areas in which the teacher or the administrator feels that support is needed. After each classroom walkthrough conducted, the teacher and administrator must meet to debrief and develop a plan of action based on what was observed. The observation of colleagues within and across the grade levels is a common practice at the campus. Teachers use different teaching styles and methods to reach students. Classroom setup is designed to work collaboratively amongst students. This same setup allows for the implementation of Tier 2 and 3 instruction as well as the implementation of interventions to different groups of students. Students are also offered before and after school tutorial sessions as well as Saturday Tutorial Academies. At the campus, we focus and energize planning and instruction to make classrooms a motivating and meaningful learning environment. Teachers are provided with alignment sessions once every six weeks in order to analyze the curriculum to plan for instruction that will lead to successful assessment results. Teachers work together and develop or research supplemental support materials to enhance the existing curriculum.

Ongoing data analysis after every weekly assessment, progress monitoring assessment or benchmark is conducted through the use of the Data Wall, or the Weekly Assessment Templates. CPALL's, TPRI/TEJAS LEE, TELPAS, LION and STAAR assessment results/reports are analyzed to identify campus/teacher strengths and weaknesses. Every six weeks, teachers and campus administration monitor the failure reports and ensure that students who are not being successful are placed on a RTI through a meeting held with the RTI committee. If even with the ongoing support of interventions a student continues to fail, the RTI committee proceeds with recommendations for 504 Dyslexia or Special Education testing. Through the analysis of this data, we are able to correct weaknesses in the delivery of instruction, reinforce strengths in delivery of instruction and address gaps in the curriculum by providing supplemental resources.

According to the CNA survey results, teachers are pleased with the safety and communication between administrators and staff at the campus. In order to continue with this positive trend, aside from being represented in SBDM, LPAC, Lead Teacher, Sunshine Committee or CBLT, teachers are invited to join district committees. District committees like the ELA POC, MATH POC and Science and Social Studies POC allow teachers to give input on core subject area alignment needs/strengths as well as to bring back information to disseminate to the rest of their grade level.

In order to maintain a safe and learning environment, general supplies are purchased to provide faculty, staff and students a safe and learning campus. Also, brochures are purchased that make aware stakeholders, the effective teaching methods and other activities of the campus. Champion creates a transparent environment for our stakeholders.

At the campus, weekly grade level meetings, sharing sessions and monthly faculty meetings, allow for an open communication between teachers, staff and

administration.

Teacher schedules are reflected on the master schedule on eSchoolPlus. Teachers are able to plan or support struggling learners during library and art. Once every six weeks, teachers are pulled out one full day to prepare and align assignments and assessments for the upcoming six weeks. The Dean, Principal and teachers plan together on this day based on data from multiple sources.

New campus initiatives like the Colt Incentive program are first presented to SBDM and ongoing meetings are held to get feedback from all the parties involved.

Technology has changed the way educators teach and the way students learn, therefore technology plays a very important role in education today. At Champion Elementary, students in grades pk-5th grade attend the computer lab at least once per week. Students have the opportunity to work with several software programs such as Istation, Brainpop, Brainpop Jr., MySatori, Achieve 3000, Learning A-Z and EduSmart and Adaptive Learning. Students use iPads and tablets to further instruction.

Technology professional development sessions are provided at the district level as well as the campus. Aside from the required 12 hours in technology designated by the district, the campus provides teachers with ongoing technology training. These trainings offer teachers support in the technology aspect of all their core subject area textbooks as well as research-based sites that offer instructional support. Even with the professional development support and the existing technology in the classroom, there is always a need to upgrade and replenish existing technology resources.

This school year, our campus participated in the App Challenge, Coding and Class Dojo. A newly formed team of teachers and students designed an app that would assist parents, teachers and students in the learning process of the students.

School Processes & Programs Strengths

- 1. Highly Qualified Teachers**
- 2. Low Campus Staff Mobility**
- 3. Faculty and Staff events**

Staff Quality, Recruitment, and Retention Needs

- 1. *Increase Campus Trainings/Staff Development for Bilingual Teachers (SIOP, Excell, Bilingual Fall Conference)**
- 2. *Provide staff development opportunities on STAAR**
- 3. *New and existing teachers will attend district & campus professional development**
- 4. *Sharing sessions every Thursday and involve the district curriculum specialist in meetings**
- 5. *Teachers and Administrators will attend various professional development sessions and conferences**
- 6. *Provide employee travel compensation for those staff seeking professional development outside the district.**

Highly qualified staff and retention of:

Dyslexia Teacher

Dean of Instruction

Nurse

Retain highly qualified pre-kinder teachers

PK Teacher aides, Kinder aides, library and computer lab aides

Parent Liaison

Highly qualified K-5th grade teachers

CSR teacher

Library aide

Migrant Teacher

Data Wall and Weekly Assessment Template data analysis

Tutorial Sessions

Walkthroughs and debriefing sessions

Pull-out Sessions

Curriculum, Instruction, and Assessment Needs

1. ***Provide Document Cameras, Projectors and Laptops to the teachers**
2. ***Provide teachers with general student instructional resources as well as access to the media center services for student products.**
3. ***Make supplemental instructional materials available through the purchase of printing products, paper and media services.**
4. ***Increase the availability of STAAR resources**
5. ***Maintain a safe and learning environment through the purchase of general supplies.**
6. ***Replenish items such ink, toner, copiers, laptops and desktops, headphones to make sure students and teachers have continuous access to working technology.**
7. ***Administrative supplies needed to assist in data analysis and home-school communication**

8. ***Provide tutorial to at-risk and low performing students**
9. ***Provide tutorial to migrant students and the proper tools and supplies to meet student achievement**
10. ***Provide custodial staff funds for supplies for general maintenance of the school and for tutorial sessions.**
11. ***Teachers will attend GFE consultants reading and math STAAR sessions**
12. ***Cameras for student use in different school projects**
13. ***Weekly Grade Level Meetings**
14. ***Weekly sharing instructional strategies session every Thursday**
15. ***SBDM Meetings**
16. ***Administrator Conferences**
17. ***School Context and Organization Needs**
18. ***Increase teacher participation in organizations**
19. ***Provide teachers with grade level co-planning time and alignment day sessions**
20. ***Provide necessary resources/supplies to school nurse.**
21. ***Technology is integrated in daily instruction**
22. ***Provide Computer Supplies and Technology upgrades if needed to administration, faculty and staff.**
23. ***Computer labs are available to all students**
24. ***Laptops, Ipads, desktops and copiers and printers are used in the classrooms**
25. ***5th and 2nd grade students have tablets.**
26. ***Communication with parents through Technology like Class Dojo**
27. ***Communication with parents and stakeholders through School Brochures.**

Technology Needs

1. ***Provide technology training to all teachers**
2. ***Increase technology resources in the classroom such as Document Cameras, Computers, Projectors, Laptops, Smartboards, and Scanners.**
3. ***Campus website will be updated on a regular basis**
4. ***Maintain, repair and upgrade technology software (such as MySatori, Istation, A-Z Learning, Achieve 3000, A-Z Learning, PEG Writing and Edusmart) and hardware.**
5. ***Provide computer supplies to teachers for student use Provide camera for student use in school projects (STEM)**
6. ***Enhance the curriculum through the use of new computers**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continue to provide Sharing sessions every Thursdays and involve the district curriculum specialist in meetings **Root Cause:** Curriculum specialist not attending regularly

Problem Statement 2: Align Special Ed curriculum with General Ed and provide additional support to general ed **Root Cause:** Sped students need to continue to meet expectations

Problem Statement 3: Continue to Provide teachers with grade level co-planning time and alignment day sessions **Root Cause:** clear up confusion and vertically align grade levels.

Problem Statement 4: Purchase more laptops and desktops to replace older non-working models and increase technology in the classrooms **Root Cause:** Student desktops are not working properly and more technology is needed to meet the growing needs of technology usage

Perceptions

Perceptions Summary

In order to promote a positive school environment that is conducive to learning, Champion Elementary has SBDM committee members met and agreed on the implementation of the Colt Incentive Program. Students in grades PK-5th have the opportunity to earn a small tangible reward based on attendance, behavior and academic performance. Feedback from both teachers and students reflect that the implementation of this program brought immediate positive results. Students are motivated to perform, thus reducing behavior concerns and increasing instructional time.

Support staff, elective teachers and administrators reward positive behavior, proper etiquette, and class participation with the distribution of special incentives. Other campus wide activities that students can participate in include Colt of the Week, Kidspeak, 5th grade Choir, Guitar, Percussion, Ballroom Dancing, Brainsville, Chess, Girls Volleyball, Boys Basketball, UIL, Science Fair, Spelling Bee, Student Council, Library Club, Drill Team, and Istation Morning Club.

According to the 2017 CNA parent survey, 93%% strongly agree and agree that Champion is a safe place for their child. Also, the survey results reflect that 90% strongly agree and agree that their child travels safely to and from school. In order to maintain this safe environment for all, procedures are in place to promote safety. A security officer is assigned to our campus. He assists by conducting routine checks and monitoring traffic. A morning student drop off and afternoon student pick-up process is in place. Administrators, teachers and staff work collaboratively to ensure that this system is implemented with fidelity for the safety of all students and staff.

When the school, home and community work together to support the learning process, it is a win-win situation for all the parties involved. Our school plays a key role in this circle of support. Our parent liaison conducts home visits and recruits parents to become active volunteers, attend informational meetings and parent events to promote an open communication between the home and school. The district has a system in place to clear parents as volunteers. The parent liaison serves as a guide as parents go through this process. At Champion Elementary, we provide parents with opportunities to establish an open communication through the use of home visits, open house, weekly parent meetings, teacher conferences, school functions, marquee, memo's, flyers, home-school projects and monthly letters. (Goal 6, Objective 1)

The SBDM is not only composed of teachers and administrators; parents, community and business leaders are also part of the committee. Local businesses assist our campus in the support of student learning by making donations or serving as classroom readers, speakers or showcasing their talents at our annual career day fair.

In order to address strengths and weaknesses in the family and community involvement, parents complete a survey where they provide input in various areas. Survey results reflect that 100% of the parents feel that their son/daughter is safe in school and 90% feel that they are encouraged to participate or be involved with the school. 100% of the parents agree or strongly agree that the school does a good job at handling misbehavior. Overall, results show that parent are pleased with the instruction, involvement and safety of the school.

Perceptions Strengths

1. Implementation of Colt of the Week
2. Implementation of Caught You Being Good
3. Implementation of Colt Incentive Program
4. Campus participation in Spelling Bee, Science Fair, Brainsville, UIL, Girl's Volleyball, Boys Basketball, Ballroom Dancing, Choir, Guitar, Percussions, Chess, Student Council, Library Club

School Culture and Climate Needs

1. *Establish and coordinate a student council
2. *Provide students with incentives and awards such as award certificates, trophies, ribbons and other incentives to increase attendance, academics and support positive behavior
3. *Recognize lead teachers, event coordinators, and committee leaders in campus newsletters, website or marquee.

Parent Participation in School Functions

1. **Parent and community support of school wide uniform use and the use of clear and mesh backpacks**
2. **Business support in school functions/events**

Family and Community Involvement Needs

1. ***Increase Parent Meetings**
2. ***Increase the number of active parent volunteers**
3. ***Increase School/Parent Communication**
4. ***Increase parent knowledge of eSchoolPlus and STAAR**
5. ***Provide resources such as paper and other equipment supplies such as microwave and coffee maker for nutritional refreshments to be used for parent meetings.**
6. ***A parent liaison to coordinate the communication between home and school**
7. ***Parent Liaison will conduct home visits in order to increase student attendance**

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continue to and coordinate a student council **Root Cause:** Student council was a success the previous year

Problem Statement 2: Continue to Increase parent participation in our month parent meetings. **Root Cause:** Parent Participation needs to continue to

increase by 10%

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: April 25, 2019



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


Evaluation Data Source(s) 1: STAAR/EOC performance reports




Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) In order to maintain a safe learning environment and increase student performance, teachers will implement research based and effective teaching practices through the use of technology and purchase supplemental instructional resources and general supplies. In order to increase awareness of our effective teaching practices, brochures are purchased so stakeholders are aware. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020 CNAPg#:SAA N4-5	2.4, 2.4, 2.6	Principal, Assistant Principal, Dean of Instruction, PK-5th teachers, Curriculum & Instruction Specialists, Bilingual Specialist, TST	STAAR results, TPRI/Tejas LEE, C-PM's scores. T-Tess and weekly walkthrough's.	 5%			
Funding Sources: 199 Local funds - 1000.00, 211 Title I-A - 30800.00, 162 State Compensatory - 11978.00							
TEA Priorities Build a foundation of reading and math 2) Vertical and Horizontal alignment sessions will be conducted in order to share teaching practices and strategies that will facilitate students' transition from grade to grade and perform satisfactorily in the state mandated assessments. In reference to TLI sustainability # 6. Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS) Timeline: Once every six weeks September 2019-May 2020 CNA pg# SAA N2,4	2.5, 2.5	Principal, Dean of Instruction, PK-5th grade teachers, Curriculum Specialists, Administrator for State Compensatory Education	Formative: classroom observations, lesson plans, student progress reports On-going walkthroughs, Sharing Sessions Summative: STAAR scores, TPRI/Tejas LEE, and C-PM's scores.	 20%			
Funding Sources: 199 Local funds - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 3) In order for dyslexia students to become proficient readers, a certified dyslexia teacher will implement the Dyslexia Language Skills Reading Program, which will provide an intensive, multisensory, phonetic method as well as implement proper accommodations. Population: DYS (PK-5TH STUDENTS), AR Timeline: August 2019-June 2020 CNAPg#:SPP N7	2.4, 2.4, 2.6, 2.6	Principal, Assistant Principal, Dean of Instruction, Dyslexia Teacher, 504 administrator, Administrator for State Compensatory	Formative: Student progress reports, and report cards, TPRI/Tejas LEE scores, and benchmark scores. Summative: STAAR Scores	 15%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Implement interventions through the 3 tier RtI Model in order to support student academic growth and success</p> <ul style="list-style-type: none"> *Universal Screener *All interventions scientifically researched based *Documentation of interventions and progress monitoring *Use data to identify area of need *Monitor progress of struggling student *Adjust instruction/interventions *Review student outcome data to evaluate instruction and drive proper decision making strategies *data driven instruction *Review 360 <p>TIER I- a minimum of 90 min. devoted to ELA instruction TIER II- 30 min. per day in small group in addition to the core instruction TIER III- 30 min. per day in individual or small group instruction in addition to the core instruction</p> <p>In reference to TLI sustainability # 1</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019-June 2020</p> <p>CNApg#D N2</p>	2.4, 2.4, 2.6, 2.6	Principal, Classroom Teachers, SPED Teachers, Dyslexia Teacher, Dean of Instruction, RTI Coordinator, Classroom teacher	Failure reports, report cards, STAAR scores, TPRI, BOY, MOY, EOY, C-PM results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 5) All PK-5 Bilingual/ESL students will develop listening/speaking, reading/writing proficiency through the use of ELPS, SIOP, and BISD 2017 - 2018 ELAR strategies in the classroom in order to promote students' transition into English literacy. Population: EL (PK-5TH STUDENTS) Timeline: August 2019-June 2020 CNA pg#:SPP N1	2.4, 2.4, 2.6, 2.6	Principal, Dean of Instruction, Bilingual Certified Classroom Teachers, District Bilingual Lead Teachers	STAAR, TPRI/Tejas LEE, TELPAS, and C-PM's scores. Walkthroughs and T-Tess.				
TEA Priorities Recruit, support, retain teachers and principals 6) Teachers will receive writing training and materials will be purchased to support the strategies implementation. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-K STUDENTS) Timeline: August 2019-June 2020 CNApg#:SA N1	2.5	Campus Administration, PK - 5th Grade Teachers Teachers, Dean of Instruction	Benchmark scores, Walkthroughs, BOY, MOY, and EOY on TPRI/Tejas LEE, C-PM's, and STAAR.				
7) Substitutes and teachers will receive professional development opportunities for testing purposes servicing pk-5th grade students, in the core curriculum in order to meet our goal in district and campus benchmarks and STAAR Assessment. Teachers will also acquire substitutes in order to receive professional development. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-K STUDENTS) Timeline: August 2018-June 2019 CNApg#:SAA N4	2.5	Principal, Assistant Principal, Dean of Instruction, PK-5th teachers, Curriculum & Instruction Specialists, Bilingual Specialist, TST	STAAR results, TPRI/Tejas LEE, C-PM's scores				
Funding Sources: 199 Local funds - 3000.00, 162 State Compensatory - 15000.00							








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 8) In order to increase early literacy and student school readiness the following options for high quality 3 year old a Pre K 3yr old Teacher and Aide will be hired to instruct students that will be in the 3 year old program and provide highly qualified instruction under Title I Half Day (AM or PM) sessions for students who qualify. These educators will receive Research -Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-K STUDENTS) Timeline: August 2019-June 2020 CNA pg:SPP N7	2.4, 2.4, 2.6	Principal Assitant Principal Dean of Instruction Pre K Lead Teacher	Walkthroughs, BOY, MOY, and EOY on TPRI/Tejas LEE, C-PM's,				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: Champion 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: Champion early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation 2:

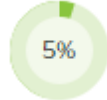
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Support Early Childhood Education in order to increase early literacy and student school readiness for high quality 3 year old program. PK-3 paraprofessional will support teacher with small group instruction as needed. Population: PK3-year-old students as of September 1st Timeline: July 2019-May 2020 CNApg# SPP N7	2.4	Principal Dean of Instruction PK-3 Teacher PK-3 Paraprofessional	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Professional Staff Development Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results, Improvement by 10% on CIRCLE-PM BOY to EOY				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


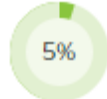
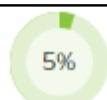




Goal 1: Champion students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Migrant Students will receive grade appropriate school supplies, clothing, shoe apparel and hygiene products on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. PFS students will receive supplemental support services before other migrant students to ensure) are the requirements are addressed. Population: PK-5th grade Migrant Students Timeline: August 2019-June 2020 CNApg#13	2.6, 2.6	Campus Administration Classroom Teachers	NGS PFS campus reports Completed PFS monitoring tool STAAR Scores				
Funding Sources: 212 Title I-C (Migrant) - 0.00							

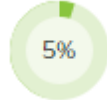

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population: PK-5th grade PFS/Migrant Students Timeline: August 2019-June 2020	2.6, 2.6	Campus Administration, Classroom Teachers	Increased assessment performance and promotion rates Summer school eligibility lists, End of Summer School program documentation				
3) Extended Day tutorial sessions may be held for migrant students where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. Population: 3rd-5th grade PFS/ Migrant Students Timeline: August 2019-June 2020	2.6, 2.6	Campus Administration, Classroom Teachers, Tutorial Teachers	Assessment performance Benchmark results STAAR results				
TEA Priorities Build a foundation of reading and math 4) PFS Migrant students will receive additional instructional support through core subject before school tutorials in order to meet the academic requirements needed for their grade level as well as STAAR requirements for students in 3rd-5th Population: PK-5th grade PFS Migrant Students Timeline: August 2019-June 2020 CNA SPP N8	2.6, 2.6	Campus Administration, Classroom Teachers	NGS PFS campus reports STAAR results				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							



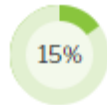
Goal 1: Champion students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).



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 2018-2019 participation.



Evaluation Data Source(s) 4: Regional and state competition participation numbers



Summative Evaluation 4:


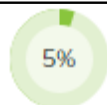
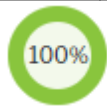

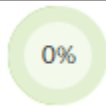

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide students in grades PreK-5 with moderate to vigorous physical activity daily for at least 45 minutes in order to develop students' fitness. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020 CNApg#:D N1	2.5	Campus Administration, Physical Education teachers	95% of our students will master the Wellness Fitness Gram and will be aware of healthy lifestyles				
2) Assess student fitness annually in grades 3-5th in order to comply with the Texas Fitness Now Program Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020 CNApg#:D N1	2.5	Campus Administration, Physical Education teachers	95% of our students will master the Wellness Fitness Gram and will be aware of healthy lifestyles				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Encourage student participation in BISD Annual Track & Field Events to maintain students' fitness level. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020	2.5	Principal, Administrators, P.E Teachers,	Competition participation and results	 5%			
4) Expose students to CATCH Activities that promote healthy living and healthy eating such as: -portfolios -health journals -book reports Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020	2.5	Principal, Administration, P.E Teachers, CATCH team	CATCH Binder CATCH activities	 10%			
5) 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. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020 CNAppg#:D	3.2	Principal, Administrators, Dean of Instruction, P.E. teacher	School Health Index	 15%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019-June 2020</p> <p>CNApg#:</p>	2.5	Principal, Administrators, Dean of Instruction, P.E. teacher	School Health Index	 5%			
<p>7) Implement Physical Education knowledge and skills necessary to develop and maintain student's optimal lifetime health and fitness level.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019-June 2020</p> <p>CNApg#:</p>	2.5	Campus Administration, Physical Education teachers	School Health Index	 10%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) 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 readvanced by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019-June 2020</p> <p>CNApg#:</p>	2.5	<p>Campus Administration</p> <p>Food & Nutrition Services</p> <p>Administrator</p> <p>Curriculum Administrator</p> <p>Area Superintendents</p> <p>CATCH Team</p>	Student Academic Performance, Increase in parental involvement				
<p>9) 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 08/01/2007.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019-June 2020</p>	2.5	<p>Campus Administration</p> <p>Food & Nutrition Services</p> <p>Administrator</p> <p>Curriculum Administrator</p> <p>Area Superintendents</p> <p>CATCH Team</p>	Student Academic Performance, Increase in parental involvement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019-June 2020</p> <p>CNApg#:</p>	2.5	<p>Campus Administration, PE Teachers</p> <p>Campus Safety Coordinator, District Safety Coordinator, District Emergency Operations Coordinator, PE Specialist Health Lead Teacher</p>	Reviews of Campus Safety Action Plan and Emergency Operating Procedures (EOP)				
<p>11) Educate students and parents on the district's 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 Law effective 09/01/2009).</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019-June 2020</p> <p>CNApg#:</p>	2.5	<p>Principal, Campus Administration, Counselor</p>	Counselor Presentations, Parent-Student Handbook Receipts				







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
12) Teachers who are in need of reinforcement will attend the Lion's Quest Training in order to reinforce health education curriculum and improve student wellness. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020 CNApg#:	2.5	Principal, Campus Administration, Dean of Instruction, P.E. Teacher	Walkthrough performance and PDAS evaluations Student performance in Physical Education assessments				
13) A school nurse will provide health care to students and staff, perform health screenings, and coordinate referrals to the medical home or private health care provider which will promote adequate health care and a healthy school environment. Resources and supplies will be provided to the nurse in order for the nurse to provided adequate care to all students so they can meet their needs to be successful in the school environment. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2018-June 2019 CNApg#:SPP N7	2.5, 2.6, 2.6	Principal, Campus Administration, School Nurse, Health Services	Daily health records, student presentations				
Funding Sources: 211 Title I-A - 3000.00, 199 Local funds - 2000.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: Campus 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: Champion 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 Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All campus facility Timeline: August 2019 - June 2020		Principal Campus Administration Head Custodian	Decrease energy usage compared to prior year. Monthly and Annual comparison of energy usage.				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facility to include prioritizing based on safety needs of the district. Population: Campus facility Timeline: August 2019 - June 2020		Principal Campus Administration Head Custodian	Surveys results Evaluations of survey				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Campus 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 2: The facility will implement energy saving plans; maintain and upgrade our current facility to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of the instructional facility.

Evaluation Data Source(s) 2: New energy plan, Renovation plan

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Performance Arts Center committee will be created from all stakeholders to meet the district plan. Populations: All stakeholders Timeline: August 2019 - June 2020	3.1	Campus Administration	plans to use the performing center committee agendas				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: The 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: The Campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:

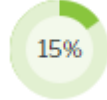





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus will use the funds based on the needs assessments and will be use effectively and efficiently. Populations: BISD Stakeholders Timeline: August 2019 - June 2020	2.4, 2.4, 2.5, 2.6	Principal Dean of Instruction SBDM Committee DEIC representative	Funding reports will indicate funds were used based on needs assessment. Monthly and yearly expenditure reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: The 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: The campus will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Sunshine Committee will provide incentives to the faculty and staff on a monthly basis to show support. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020	2.5	Principal, Dean of Instruction, Administrative Assistant	Positive Moral and climate				
2) Yearly Award ceremonies recognizing staff members for various works that are accomplished. Provide incentive, certificates, plaques to recognize teachers with outstanding achievements through the school year. Recommend staff to various awards given by district and out district events. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020 CNApg: P N3	2.5	Principal, Administrative Assistant, Counselors	Recognition given for achievements				
Funding Sources: 211 Title I-A - 4000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Champion 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: Champion will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Promoting current accomplishments through campus/district website and other social media venues. Population: BISD Stakeholders Timeline: August 2019 - June 2020 CNApg: PN3	3.1	Campus administration Librarian/TST Counselors	weekly news articles being displayed and mentioned in the announcements.				
2) PIO contact will be created to provide feature articles, current and prior students/parents/ staff recognition, co-extracurricular activities and parent community events. Population: BISD Stakeholders Timeline: August 2019 - June 2020 CNA pg: P N3	3.1	PIO contact Campus administration Librarian/TST Counselors	regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.				
Funding Sources: 199 Local funds - 27087.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							




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



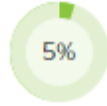




Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 1: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Promote awareness and notification of Student Code of Conduct to students, parents, staff & community through campus distribution and campus presentations Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020	3.1, 3.2, 3.2	Principal, Campus Administration, Teachers and Staff	Student Code of Conduct Acknowledgement Forms Increase in state assessment performance				
2) Champion Elementary will maintain an Emergency Operations Plan. - Plan must be multi-hazard in nature -Must be reviewed and updated annually -The following drills will be practices accordingly: Lockdown drills (3 times per year), shelter-in-place, reverse evacuation, drop & cover, evacuation Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020	2.5, 2.5	Principal, Campus Administrator, Safety coordinator	Student and staff performance on practice drills.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Champion will implement an identification security system. -All faculty must obtain and display an Identification Card while on school grounds -All students must obtain and display an Identification Card while on school grounds -Visitors must present an identification at Sign-In and Escorted at all times. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020		Principal, Campus Administration, Teachers and Staff	Safe and orderly campus, Student increase in academic performance	 15%			
4) Parent Presentations will be made periodically at the campus. -Gang Awareness -Bullying -Internet Safety -Drug, Alcohol and Tobacco Awareness -Gun Safety -Truancy -EOP-Safety Procedures-Suicide -Nutrition Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020	3.1, 3.2, 3.2	Principal, Campus administration, Counselor, Parent Liaison	Drop in office/counselor referrals, increase in student performance on state assessments	 25%			
5) Students with behavioral problems will be referred for counseling intervention strategies on conflict resolution and RTI's. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020	2.6	Principal, Campus Administration, Teachers, Staff and Counselor	Drop in office/counselor referrals, and an increase in student performance on state assessments	 10%			



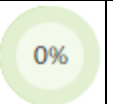
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Campus Safety Coordinator will conduct monthly safety meetings with all staff. Monthly safety inspections for fire extinguisher maintenance will be conducted. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020		Principal, Safety Coordinator, Campus Administration, Teachers and Staff	Safety meeting agendas				
7) Security officer assigned to Champion Elementary will help maintain our school's safety plan. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020 CNA pg: SPP N7		Principal, Campus Administration, Security Officer	Security officer attendance, drop in school incidents and increase in student performance on state assessments				
8) Counselor will do classroom presentations on: -Bullying/violence Presentation -Drug, Alcohol and -Tobacco Awareness -Gun Safety -Truancy -Conflict resolution -Career awareness -Character education -Responsible behavior -Goal setting and long range goals (Ed. goals) -Dropout Prevention -Human Growth & Development Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020	2.6	Principal, Campus Administration, Counselor	Counselor lesson plans documenting presentations. Decrease in student incidents and increase in STAAR performance.				
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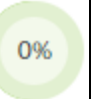


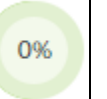




Goal 5: Champion will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

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

Evaluation Data Source(s) 2: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Maintain, review and update an Emergency Operations Plan in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents in order to reduce the loss of life and property and harm to the environment. An EOP team will maintain safety of everyone on campus. All stake holders will be trained on the emergency operation of the school. Population: All Students, Campus Staff and Faculty, Counselors, Administration, and Parents Timeline: August 2019-May 2020 CNApg# SPP N4		Assistant Principal, All Faculty and Staff	Formative: Six Weeks Practice Drills, Training on the Emergency Operation of the school by Safety Coordinator, Security Guard on Campus, Staff ID Cards, Visitors must show ID and Sign-in when visiting, Safe School, Sign-in Sheets, Agendas, Office Visitor Sign-in Sheets Summative: Practice Drills and Real-Life Situations	 25%	 0%	 0%	



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and Parents/Guardians Timeline: August 2019 to May 2020		Security Services Administration, Counselors, Campus Administration	Formative Results: Copies of Presentations, Sign-In sheets and Agendas Summative Impact: Decrease in the number of students discipline incidents compared to prior school year				
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Champion will conduct hazardous lock down drills at least twice per semester. Population: all students Timeline: August 2019 to May 2020		Security Services Principal Assistant Principal	Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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


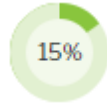
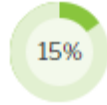
Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2018-2019 to 2019-2020.








Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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. Population: Parents Timeline: August 2019 CNApp: P N1-3	3.1, 3.1, 3.2	Principal Parent Liaison	Formative: Agendas, Policy, Website, Title I Meeting Summative: Sign-in Sheets Minutes Composite of End of year survey Title I-A Compliance Checklist				
2) Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement. Population: Parents Timeline: August 2019 CNApp: P N1-3	3.1, 3.1, 3.2	Principal Parent Liaison	Formative: Compacts Title I Binder Doc. Summative: Composite of End of year survey				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Conduct an Annual Title I Meeting to inform parents of services provide through Title I funds and their rights and responsibilities. Population: Parents Timeline: August 2019 CNApg: P N1-3	3.1, 3.1, 3.2	Principal Parent Liaison	Formative: Handouts, Sign-in Sheets Minutes Summative: Composite of End of year survey, Title I-A Compliance Checklist				
4) Parents will be trained on how to access Home Access Center to become aware of their child's progress. Population: Parents Timeline: August 2019 CNApg: P N1-3	3.1, 3.2, 3.2	Principal Parent Liaison	Formative: Sign In Sheets Usage and Participation Reports Summative: Composite of End of Year Survey, TITLE I-A Compliance Checklist				
5) Parents will be trained on latest updates for the STAAR Assessment in order to become aware of the states standards and expectations. (3rd-5th) Population: Parents Timeline: August 2019 - June 2020 CNApg: P N1-3	3.1, 3.2, 3.2	Principal Parent Liaison Dean of Instruction	Formative: Agendas, Sign In Sheets Summative: Title I-A Compliance Checklist				
6) Parents will be trained on TEKS in order to become aware of States Essential Knowledge Skills and promote success for all students (K-5th). Population: Parents Timeline: August 2019 - June 2020 CNApg: P N1-4	3.1, 3.2, 3.2	Principal Parent Liaison Dean of Instruction	Formative: Agendas, Sign In Sheets Summative: Title I-A Compliance Checklist				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Distribute announcements to parents and the community regarding parent meeting times and location through a school newsletter, flyers, school messenger, & marquee. Population: Parents Timeline: August 2019 - June 2020 CNApp: P N6	3.1, 3.2, 3.2	Principal Parent Liaisons	Formative: Flyers, Sign-in sheets Summative: Title I-A Compliance Checklist	 10%			
8) Conduct annual Title I Parent Survey with parents to evaluate the effectiveness of parental involvement efforts. Population: Parents Timeline: August 2019 - June 2020 CNApp: P N6	3.1, 3.1, 3.2	Campus Administration Parent Liaison Guest Speaker	Formative: Flyers, Sign-in sheet, Agenda Summative: Title I-A Compliance Checklist	 15%			
9) Conduct monthly parent presentations throughout the school year in regards to parenting skills, health, and nutrition to promote healthy lifestyles (CATCH activities). Purchase the items, tools or equipment needed to welcome parents with small nutritional snacks and refreshments in the Parent Center. Population: Parents Timeline: August 2019 - June 2020 CNApp#CNApp: P N6	3.1, 3.2, 3.2	Campus Administration Parent Liaison Guest Speaker	Formative: Flyers, Sign-in sheet, Agenda Summative: Title I-A Compliance Checklist	 15%			
Funding Sources: 211 Title I-A - 1800.00							

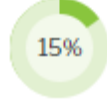
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Conduct home visits, attend parental involvement monthly meetings and district parental involvement events. Population: Parents Timeline: August 2019 - June 2020 CNApg#CNApg: P N7	3.1, 3.2, 3.2	Principal Parent Liaisons	Formative: Contact Log, Mileage Log, Cash Payment, Student Attendance, Assessment Scores Summative: Title I-A Compliance Checklist				
Funding Sources: 211 Title I-A - 900.00							
11) Positive School Community Environment will be promoted through the campus publication "Colts News" in which lead teachers, committee members, and other personnel will be recognized on a weekly basis. Population: Parents Timeline: August 2019 - June 2020	3.1, 3.2, 3.2	Principal Parent Liaison Counselors	Formative: Campus Newsletter, Surveys, Increase in parental involvement participation Summative: Title I-A Compliance Checklist				
12) The campus will 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: - Parental Involvement Policy - School-Parent-Student Compact - Campus Improvement Plan Population: Parents Timeline: August 2019 - June 2020 CNApg: P N1-3	3.1, 3.1, 3.2, 3.2	Principal Parent Liaison SBDM Committee	Formative: Agendas, flyers, Sign-in Sheets, Minutes Summative: Composite of End of year survey, Policy and Compact				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							






Goal 7: Educators 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 Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide effective professional development opportunities to all teachers, special education teachers, PPCD, Lifeskills, servicing pk-5th grade students, in the core curriculum in order to meet our goal in STAAR, TPRI/Tejas LEE, LPAC and C-PM's. In reference to TLI sustainability #7 Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019-June 2020 CNApp#:SAA N4	2.5, 2.5, 2.6, 2.6	Principal, Assistant Principal, Dean of Instruction, PK-5th teachers, Curriculum & Instruction Specialists, Bilingual Specialist	Benchmark scores, T-Tess evaluations, Walkthroughs, BOY, MOY, and EOY on TPRI/Tejas LEE, C-PMs, and STAAR.	 15%			
Funding Sources: 166 State Special Ed. - 4560.00							


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Provide annual Response to Intervention (RTI) training for teachers to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. Population: TI M1 LEP SE AR GT DYS Timeline: August 2019-June 2020 CNA p#SAA N 5	2.4, 2.5, 2.6	Principal Assistant Principal Dean Of Instruction Teachers	Formative: RTI logs, RTI folders Summative: Increase the amount of students that will meet the phase II passing standard. decrease number of referrals to Special Education by 10%				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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






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

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) Faculty and Staff will implement research based and effective teaching practices through the use of technology software and/or hardware and other resources in order to increase student performance in Math, Science and Language Arts. One example is the use of the HATCH program for Pre K. Maintain hardware and software through replenishing and renewing licenses and warranties. Replenishing items for hardware such as ink or toner to continue to have continuous access to our technology. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020 CNApg #SPP N20-25	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Campus Administration, Classroom Teachers, TST	Classroom Teachers, TST, Computer Lab Aide TPRI/Tejas LEE, C-PM's scores, STAAR Scores	 10%			
Funding Sources: 211 Title I-A - 38100.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Computer Aide will be hired in order to provide assistance in the lab. Students will reinforce learned concepts through the use of various technology resources as presented by the computer lab assistant. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020 CNApg#SPP N20-25	2.5, 2.6	Principal Dean of Instruction TST	TPRI/Tejas LEE, C-PM's and STAAR Scores				
3) Teachers will be required to complete an annual school technology and readiness STaR Chart Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: May 2020 CNApg: SPP N20	2.5	Campus Administration, Teachers TST	STaR Chart results, STAAR scores				
4) TST will provide assistance with instructional technology, computer troubleshooting and creating and maintaining campus network (WIKI) and campus website. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020 CNApg:SPP N20-25	2.5	Principal Dean TST	Campus Website, Requests for troubleshooting				
5) 2nd graders will use IPADS to improve instruction and increase results. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020 CNApg:SPP N24	2.4, 2.4, 2.5, 2.5	Dean TST 2nd Grade Teachers	Campus Administration TST 2nd Grade Teachers				

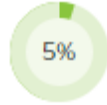

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Technology has changed the way educators teach, do day to day operations and the way students learn, therefore technology plays a very important role in education today. Technology professional development sessions are provided at the district level as well as the campus. Even with the professional development support and the existing technology in the classroom, there is always a need to upgrade and replenish existing technology resources such as laptops, desktops, postermakers, laminating machines and printers (ink and toner). Timeline: August 2019 - June 2020 CNApp:SPP N20-25	2.5	Administration TST Librarian	Data				
Funding Sources: 211 Title I-A - 3050.00							
<div> = Accomplished = Continue/Modify = No Progress = Discontinue</div>							






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 97% with a target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: Campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) In order to improve student attendance, Parent attendance liaisons & data entry clerk will consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019 - June 2020 CNApg:P N6-7</p>	2.5, 2.6, 2.6	Principal, Campus Administration, Parent Liaison, Data Entry Clerk, Classroom teachers	Daily Attendance reports, STAAR scores, TPRI/Tejas LEE scores				
<p>2) Recognize and award incentives such as award certificates, ribbons and trophies and other incentives to students based on academic and attendance performance every six weeks and at the end of the year in order to increase learning performance.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019 - June 2020 CNApg#:P N2</p>	2.5, 2.5	Principal, Campus Administration, PEIM's Supervisor, Data Entry Clerk, Counselor	Attendance reports reflecting meeting the attendance goal				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Our campus will implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring and managing attendance thus ensuring that campus student attendance meets District and State rates so that students meet their full educational potential . Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020	2.5, 2.5	Principal, Campus Administration, PEIM's Supervisor, Data Entry Clerk	Meeting attendance rates, increase in TPRI/Tejas LEE and STAAR scores				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							



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: Champion will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.




Evaluation Data Source(s) 2: STAAR/EOC reports disaggregated for At-Risk students.

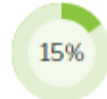




Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 1) The Pre-K program will be provided the full day in order to better prepare students academically. Population: TI, MI, LEP, AR, DYS (PK STUDENTS) Timeline: August 2019 - June 2020 CNApg#:pg.D N1	2.5, 2.5	Principal Dean of Instruction CIRCLE consultants Bilingual Department Curriculum and Instruction Specialists Administrator for State Compensatory Education	Formative: C-PM's BOY and MOY, lesson plans, classroom observations, student progress reports Summative: C-PM's EOY				
Comprehensive Support Strategy 2) The Dean of Instruction will conduct regular research-based professional development sessions, in order to train and retain highly qualified personnel that will positively impact At-Risk student performance In reference to TLI sustainability # 5 Population: TI, MI, LEP, AR, DYS Timeline: August 2019 - June 2020 CNApg#:pgD N7	2.5, 2.6	Principal Dean of Instruction Administrator for State Compensatory Education	Formative: ERO session evaluation report, ERO session attendance reports, lesson plans, classroom observations, student progress reports, benchmark scores Summative: STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 3) Accelerated instruction through tutorials, remediation strategies and Extended Day in core-area subjects for all high and low performing and at risk students will be implemented by the 4th (1st Day for Extended Day) for week of school and extended year, in order to decrease the retention rate and improve student performance. Additional support in core subject areas will be provided to students in 5th grade who did not meet 4th grade Reading/Math STAAR standards. Teachers will provide Enrichment Courses through extended day for all students. Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020 CNApg#:pg.SPP N7	2.6, 2.6	Classroom Teachers Dean of Instruction Principal Administrator for State Compensatory Education	Formative: eSchoolPlus tutorial schedule, tutorial attendance, tutorial lesson plans, student progress reports, benchmark scores, classroom observations Summative: STAAR	 5%			
Funding Sources: 211 Title I-A - 81612.00, 162 State Compensatory - 71005.00							
Comprehensive Support Strategy 4) Supplemental instructional materials will be provided to assist students meet content performance expectations and improve academic achievement in the foundation curriculum. Population: TI, MI, ELL, AR, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020 CNApg#:pg.SPP N3	2.6, 2.6	Principal Administration Dean of Instruction	Formative: Student progress reports, lesson plans, classroom observations, BOY and MOY C-PM's, TPRI/Tejas LEE, benchmarks scores Summative: STAAR	 10%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>5) Teachers and Administration, will seek professional development and will attend conferences and professional development sessions in order to maintain and improve professional competence, and to keep abreast of new technology and instructional practices, allowing to make appropriate decisions when guiding the staff and/or students to academic excellence. Provide employee travel compensation for those staff seeking professional development outside the district. In reference to TLI sustainability # 7</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019 - June 2020</p> <p>CNApg#:pg.SPP N5</p>	2.6, 2.6	Principal, Dean of Instruction	Formative: ERO session evaluation reports, lesson plans, classroom observations, student progress reports, benchmark scores				
Funding Sources: 211 Title I-A - 3000.00, 199 Local funds - 5500.00							
<p>6) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019 - June 2020</p> <p>CNApg#:pg.D N3</p>	2.6, 2.6	Campus Administration Administrator for the Homeless Youth Project	Formative: Homeless Youth reports. Successful participation and academic performance of homeless students				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019 - June 2020</p> <p>CNApg#:pg.D N3</p>	2.6, 2.6	Campus Administration Administrator for the Homeless Youth Project	<p>Formative: ERO session evaluation report, student progress reports, benchmark scores</p> <p>Summative: STAAR attendance rate and retention rate</p>				
<p>Comprehensive Support Strategy</p> <p>8) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enrolled and enrollment includes attending classes and participating fully in school activities.)</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019 - June 2020</p>		Campus Administration Data Entry Clerk	<p>Formative: Monthly eSchoolPLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. Student Progress Reports will show an increase in student achievement.</p> <p>Summative: STAAR attendance rate, and retention rate</p>				
<p>9) Teachers will implement research based and effective teaching practices through the use of technology, such as, general computer supplies, document cameras, laptops, in order to increase student performance in core subject areas.</p> <p>Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS)</p> <p>Timeline: August 2019 - June 2020</p> <p>CNApg#:pg.SPP N 20-23</p>	2.6	Principal Dean of Instruction Administrators Classroom Teachers	<p>Formative: TPRI/Tejas LEE results, C-PM's results, Benchmark and STAAR results.</p> <p>Summative: STAAR</p>				







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Custodial Staff will be supplied to maintain school facilities and perform operational duties during tutorials. Population: 1st - 5th Students, DYS, GT, SP.ED., LEP, Non LEP Timeline: August 2019 - June 2020 CNApg#:pg.SPP N9	2.6	Campus Administration, Custodial Staff	Custodial Staff Tutorial Results, Attendance, Observations, Scores				
Funding Sources: 199 Local funds - 500.00							
<div> = Accomplished = Continue/Modify = No Progress = Discontinue</div>							

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

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

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2019 to June 2020	2.6, 2.6	Assistant Superintendents, C&I Administrators, Specialists, District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers	Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
2) Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2019 - June 2020		Health Services Administrator	Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.				
Funding Sources: 211 Title I-A - 626.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
5	2	1	Maintain, review and update an Emergency Operations Plan in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents in order to reduce the loss of life and property and harm to the environment. An EOP team will maintain safety of everyone on campus. All stake holders will be trained on the emergency operation of the school. Population: All Students, Campus Staff and Faculty, Counselors, Administration, and Parents Timeline: August 2019-May 2020 CNApg# SPP N4
5	2	2	Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and Parents/Guardians Timeline: August 2019 to May 2020
5	2	3	Champion will conduct hazardous lock down drills at least twice per semester. Population: all students Timeline: August 2019 to May 2020
9	2	1	The Pre-K program will be provided the full day in order to better prepare students academically. Population: TI, MI, LEP, AR, DYS (PK STUDENTS) Timeline: August 2019 - June 2020 CNApg#:pg.D N1
9	2	2	The Dean of Instruction will conduct regular research-based professional development sessions, in order to train and retain highly qualified personnel that will positively impact At-Risk student performance In reference to TLI sustainability # 5 Population: TI, MI, LEP, AR, DYS Timeline: August 2019 - June 2020 CNApg#:pgD N7
9	2	3	Accelerated instruction through tutorials, remediation strategies and Extended Day in core-area subjects for all high and low performing and at risk students will be implemented by the 4th (1st Day for Extended Day) for week of school and extended year, in order to decrease the retention rate and improve student performance. Additional support in core subject areas will be provided to students in 5th grade who did not meet 4th grade Reading/Math STAAR standards. Teachers will provide Enrichment Courses through extended day for all students. Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020 CNApg#:pg.SPP N7
9	2	4	Supplemental instructional materials will be provided to assist students meet content performance expectations and improve academic achievement in the foundation curriculum. Population: TI, MI, ELL, AR, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020 CNApg#:pg.SPP N3

Goal	Objective	Strategy	Description
9	2	5	Teachers and Administration, will seek professional development and will attend conferences and professional development sessions in order to maintain and improve professional competence, and to keep abreast of new technology and instructional practices, allowing to make appropriate decisions when guiding the staff and/or students to academic excellence. Provide employee travel compensation for those staff seeking professional development outside the district. In reference to TLI sustainability # 7 Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020 CNApg#:pg.SPP N5
9	2	8	Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enrolled and enrollment includes attending classes and participating fully in school activities.) Population: TI, MI, LEP, AR, DYS (PK-5TH STUDENTS) Timeline: August 2019 - June 2020

State Compensatory

Personnel for Champion Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
George Trevino	Dean of Instruction	Curriculum	1.0
James Dallman	Dyslexia	Dyslexia	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Campus survey was administered for parents, teachers and students to review any needs they may encounter for Champion. We maximize various opportunities to make sure all or many people participated - having laptops in the office, having an opportunity during Open House, raffles and anytime they came into the building, an office personnel spoke to them about the surveys. In regards to Data, we met _____ and discussed Assessment results for state tests and EOY TPRI for grades Kinder - 3rd grade which we analyzed to gather information for the needs assessment. All feedback from teachers, parent and teacher/ student surveys were used to inform the decisions made by our SBDM. We also meets to analyze data during with our team during grade level meetings to discuss campus needs. SBDM committee shares information during a final EOY meeting on _____ to finalize comprehensive needs for the 19-20 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Met with stakeholders and discussed various items like our Academic program, curriculum and instruction and at-risks are some items pertaining to the campus and provide decisions that affect the campus outcomes. We provided opportunities for stakeholders to voice their concerns. needs and comments. All Stakeholders on the CIP were nominated for their positions and invited to be involved in the CIP. Stakeholders including teachers, parents, staff, and community members are invited to provide input. CIP is revised October, February, March, April. The month of June is to end the year feedback and reflection by staff and the SBDM play an important part in revising the CIP. In September, to start the year the SBDM reviews the plan. The plan is also reviewed every two months and evaluated by SBDM. The following stakeholders names can be found on the last page of the CIP.

2.2: Regular monitoring and revision

Regular monitoring is done constantly through data and various observations to improve and monitor the plan an revise anything that might need

improvement. We continue to monitor all items either through data reports and/or walkthrough observations. CIP is monitored and data and information is continuously gathered to adjust, monitor, or make changes to the CIP. The end of year in June and the beginning of the year in September is used to reflect and revise any changes or improvements to the CIP. Reviews are also done in October, February, April, and June.

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

We provide newsletters, parent letters, information on marquee, information through the campus website and other media to make sure parents have various communication outlets to receive information from the campus. We CIP is available to parents and stakeholders via our website and during our parent meetings held on Thursdays by requesting one at the office. We will provide a hardcopy to any stakeholder that requests CIP is available in English. Campus will translate to Spanish upon request. Parents and the community can be assisted in reviewing the CIP or having it translated by our administration team.

2.4: Opportunities for all children to meet State standards

CIP includes extended enrichment programs and academic tutorials to help meet the needs of all students instruction time. Enrichment programs like early childhood education helps with literacy and fluency. CIP addresses the needs of our bilingual students with oral language skills. CIP includes providing resources to teachers and students to supplement instruction. The CIP plan addresses all school populations: RTI, special ed populations, migrant students, bilingual students, GT students, students at risk, and all students in PK 3-5th grade.

2.5: Increased learning time and well-rounded education

We maximize learning time by making sure there are not any distractions or announcements during the day, providing additional instruction during rotation blocks, provide after school programs. Technology devices and computer schedules are included to increase learning time. Avoiding unnecessary presentations that will disrupt learning time. This helps meet the students who are at-risk in not being successful and research based intervention tutorials and remediation strategies are provided to students for curriculum during extended day will be offered to all students to target student needs and to improve student achievement. Our goal is to increase learning time and well-rounded education.

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

Purchasing materials needed to address the needs of the students. Providing training to teachers that deal with at-risk students. Making sure all committees are aligned with the information of the students. (LPAC, Counselors, Sped, etc). All students will be offered tutorials and be provided with educational resources to target the areas of our core subjects (tested subjects) Reading, Math, Writing, and Science. CIP addresses strategies to close the gap between SPED students and general population. CIP also addresses the implementation of RTI and interventions to close the gap among all students. Tier 2 and

Tier 3 time is also included to assist students on a daily basis.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Hiring a parent liaison that will coordinate the distribution of information to the parents of Champion. We make sure parents are able to receive the information through various outlets. The parent liaison will involve and collaborate with parents in the process of developing and creating a Parent and Family Engagement Policy through weekly meetings and involvement of Administration. All parents will receive the Parent and Family Engagement Policy and the policies. All this information will be available on the Campus Website posted by our TST. Parent Liaison will keep the Parental Involvement binder on hand if needed to provide documentation of meetings and dates.

3.2: Offer flexible number of parent involvement meetings

The Parent Liaison will conduct multiple meetings on campus to involve as many parents to be informed with the information that needs to be distributed to them aside from the regular every Thursday at 8:30 am of the month meetings. Parent Liaison will make parent visits for parents who can not make it to campus. We will distribute newsletters and place information on campus website. Other opportunities such as open house, meet the teacher night, nights of performances, etc will be used as well to involve parents to be up to date with the campus. The use of Champion Facebook is another medium used to inform parents too. Items that parents will be involved in are Title 1 policies, ways parents can be actively involved on our campus, Compact forms, and funds associated with Title 1 and of course knowledge and participation of curriculum and assessments used to measure student achievement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Apolonio Trejo	Pre K Teacher	Bilingual	1.0
Estella Guerrero	Library Aide	Media	1.0
Jennifer Ramirez	Pre K Para	Bilingual	1.0
Laura Garza	Parent Liaison	Parental Involvement	1.0
Linda Torres	Pre K Teacher	Bilingual	1.0
Maria Juarez	Computer Aide		1.0
Mirna Nino	Nurse	Health Services	.4
Olga Barrera	Pre K Teacher	Bilingual	1.0
Virginia Camacho	Pre K Teacher	Bilingual	1.0

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Richard Torres	Administrator
Meeting Facilitator	George Trevino	Meeting Facitator
Classroom Teacher	Apolonio Trejo	Teacher
Classroom Teacher	Gabriela Herrera	Teacher
Classroom Teacher	Lupita Cisneros	Teacher
Classroom Teacher	Brenda Aguilar	Teacher
Classroom Teacher	Sandra Gomez	Teacher
Classroom Teacher	Delia Lopez	Teacher
Classroom Teacher	Noemi De La Fuente	Teacher
Paraprofessional	Yvette Gil	Lpac Aide
Non-classroom Professional	Alma Trott	Counselor
Community Representative	Olga Perez	Community Rep
Parent	Aracely Saldana	Parent
Parent	Clara Contreras-Saldivar	Parent
Business Representative	Griselda Zamora	Business Rep
Business Representative	Sandra Betancourt	Business Rep
Community Representative	Ricardo Ayalla	Community Rep
Community Representative	Drue Brown	Board Member
District-level Professional	Timothy Cuff	AA Superintendent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	199-12-6399-00-136-Y-99-000-Y	\$1,000.00
1	1	2	Curriculum Development	199-13-6499-53-136-Y-99-000-Y	\$500.00
1	1	7		199-11-6112-18-136-Y-11-0-00-Y	\$3,000.00
1	4	13	Health Services	199-33-6399-00-136-Y-99-000-Y	\$2,000.00
4	1	2	Misc - Extra-Curricular	199-11-6499-53-136-Y-11-000-Y	\$27,087.00
9	2	5	Travel	199-23-6411-23-136-Y-99-000-Y	\$5,500.00
9	2	10	General Supplies	199-51-6399-00-136-Y-99-000Y	\$500.00
Sub-Total					\$39,587.00
Budgeted Fund Source Amount					\$39,587.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	general supplies	162-11-6399-00-136-Y-30-000Y	\$5,000.00
1	1	1	general supplies	162-13-6399-65-136-Y-30-000-Y	\$3,978.00
1	1	1	copy paper	162-11-6396-00-136-Y-30-000-Y	\$3,000.00
1	1	7	Substitutes teachers/teachers pd	162-11-6112-18-136-Y-30-000-Y	\$15,000.00
9	2	3	After School Tutorials	162-11-6118-00-136-Y-30-000-Y	\$62,983.00
9	2	3	SSI Tutorial	162-11-6118-00-136-Y-24-SSI-Y	\$8,022.00
Sub-Total					\$97,983.00
Budgeted Fund Source Amount					\$97,983.00
+/- Difference					\$0

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Supplies	166-11-6399-00-136-Y-23-0P0	\$1,900.00
7	1	1	Tonor	166-11-6399-62-136-Y23-000-Y	\$360.00
7	1	1	Awards	166-11-6494-0-136-Y-23-0P1	\$800.00
7	1	1	OHI Reports	166-31-6219-0-136-Y-23-0N7	\$1,000.00
7	1	1	Velcro	166-11-6399-00-136-Y-23-0b0	\$500.00
Sub-Total					\$4,560.00
Budgeted Fund Source Amount					\$4,560.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies teachers	211-13-6399-00-136-Y-330-0F2-Y	\$2,000.00
1	1	1	Supplies	211-11-6399-00-136-Y30-0F2-Y	\$21,600.00
1	1	1	Supplies	211-11-6399-16-136-Y-30-0F2-Y	\$1,000.00
1	1	1	Software	211-11-6299-62-136-Y-30-0F2-Y	\$6,200.00
1	4	13	Nurse supplies	211-33-6399-00-136-Y-30-0F2-Y	\$3,000.00
3	2	2	Awards	211-11-6498-00-136-Y-30-0F2	\$4,000.00
6	1	9	General Supplies	211-61-6399-00-136-Y-30-0F2-Y	\$900.00
6	1	9	Misc	211-61-6499-53-136-Y-30-0F2-Y	\$900.00
6	1	10	Travel	211-61-6411-00-136-Y-30-0F2-Y	\$900.00
8	1	1	Technology	211-23-6398-65-136-Y-30-0F2-Y	\$3,050.00
8	1	1	General Supplies	211-13-6398-65-136-Y-30-0F2-Y	\$19,050.00
8	1	1	supplies and materials	211-11-6398-62136-y-30-0f2-y	\$10,000.00
8	1	1	general supplies	211-11-6399-62-136-y-30-0f2-y	\$6,000.00
8	1	6	technology	211-23-6398-65-136-Y-30-0F2-Y	\$3,050.00
9	2	3	Extended Day - Certified	211-11-6118-00-136-Y-30-ASP-Y	\$42,011.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	3	Extended Day - Certified	211-11-6118-00-136-Y-30-0F2	\$29,601.00
9	2	3	Extended Day - Non-Certified	211-11-6121-00-136-Y-24-ASP-Y	\$10,000.00
9	2	5	travel	211-23-6411-23-136-Y-30-0F2-Y	\$2,000.00
9	2	5	travel	211-13-6411-23-136-Y-30-AYP-Y	\$1,000.00
9	3	2	med	211-11-6141-00-136--y-30-asp-y	\$626.00
Sub-Total					\$166,888.00
Budgeted Fund Source Amount					\$166,888.00
+/- Difference					\$0
Grand Total					\$309,018.00