

# **Goose Creek Consolidated Independent School District**

## **James Bowie Elementary**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

Our mission at James Bowie Elementary is to educate and nurture our students to become successful life-long learners and productive citizens using innovative methods and collaborative efforts within the Goose Creek community.

# Vision

The staff at James Bowie Elementary believes that all students can achieve at high levels and develop the necessary academic and social skills to succeed in life.

# Value Statement

We will work collaboratively with all stakeholders to ensure high levels of learning for all.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The comprehensive needs assessment completed by the campus committees and reviewed and accepted by the campus ILT indicated the following information:

- Diverse campus with increasing enrollment
- Enrollment numbers have increased from 820-870
- Campus Mobility rate is 19.8%, 20.5 District
- The student population is 63% Hispanic, 20% African-American, 15% Anglo, 0.6% Asian, and 0.4% American Indian.
- The staff population is 60.3% Hispanic, 21.1% Anglo, 14.9% African-American.
- 100% highly qualified teachers and paraprofessionals.
- HOPE referrals, classroom buddies, spotlight student, classroom routines and procedures
- Our current attendance rate is 94.7%
- At risk population has grown from 57% to 67%

Strategies utilized are but not limited to:

- Phone call after 2 days, HOPE referral after more than 2 days
- Attendance contract (3 or more unexcused)
- Daily incentives, extra recess, grade level incentives

### Demographics Strengths

- Student Support Team focused on supporting the diverse needs of our students.
- Interventions and enrichment opportunities for all students.

## Student Academic Achievement

### Student Academic Achievement Summary

The comprehensive needs assessment completed by the campus committees and reviewed and accepted by the campus ILT indicated the following information:

- STAAR data for the 2017-2018 school year indicates a focus is needed on improvement in English/Language Arts.
- Our data indicates a need to improve in the areas of student achievement and student progress in order to close achievement gaps.
- We need to focus on achievement improvement of all students, Hispanic, and white.
- The white student subgroup did meet satisfactory in all areas but writing.
- We find a consistent discrepancy between the AA student subgroup and white student subgroup in all subject areas. Two factors we discussed that impact AA achievement are reading ability and behavior.
- The 4<sup>th</sup> grade writing and 3<sup>rd</sup> grade reading scores were low in the 2017 student achievement data and continue to be low.
- Reviewing the state assessment and benchmark data, the SPED population performs at a lower rate. Resource students are working on IEP during resource time, which may not always align to the required TEKS. When considering placement, we discuss increasing exposure to grade level curriculum and the level of support (inclusion).
- In order to support students, we have the following interventions: Waterford, RTI, SSI, Imagine Learning, Ms. Meza (tutor), after school tutoring, and PIE.
- Based on the TAPR report and benchmark data, the interventions are not significantly impacting student performance. There is a need to review and analyze the effectiveness of each individual intervention– measure its effectiveness and determine the challenges of its implementation. It is being implemented through PIE for academic/behavior interventions.
- RtI committees met every six week period. Students are identified by reviewing data from assessment scores, universal screeners, and observations data.
- For primary, we don't feel the process and implementation is effective. There are some inconsistencies in implementation and the process of monitoring of progress.
- We need to designate the instruments to measure student growth.

### Student Academic Achievement Strengths

- Bowie met standard for the 2017-2018 school year
- 75% of all students in grades 3-5 passed the math STAAR
- 70% of our 5th graders passed STAAR science
- Our English language learners also met their target in the area of closing achievement gaps
- Increasing inclusion support for SPED students so students can be immersed in grade level content

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Tier 1 instruction is not consistent in all classrooms. **Root Cause:** Training and expectations for instruction has not been strong.

**Problem Statement 2:** Fourth grade writing scores are below state and district percent passing. **Root Cause:** There is a lack of writing across the curriculum.

**Problem Statement 3:** Reading scores for grades 3-5 are below state and district percentages. **Root Cause:** A large percentage of students are not reading on grade level.

**Problem Statement 4:** In the area of academic growth, we earned a score of 59. **Root Cause:** Students in grades 4-5 are not making at least one years growth in reading and math.

**Problem Statement 5:** Our LEP population scores reflect 3rd grade at 41%, 4th grade at 43%, and 5th grade at 59% for approaching the standards on the reading STAAR. **Root Cause:** LEP students are not reaching advanced high within 3 years of beginning the Bilingual/ESL program.

## School Processes & Programs

### School Processes & Programs Summary

Bowie continues towards creating a culture of excellence that focuses on high expectations for all students. We are continuing to tighten up on our processes and procedures, and utilizing data to drive our decisions to increase student achievement.

The comprehensive needs assessment completed by the campus committees and reviewed and accepted by the campus ILT indicated the following information:

#### Curriculum and Instruction:

- Bowie has not made significant growth in the 3 accountability domains.
- Reading and writing continues to be our areas of focus to close achievement gaps.
- We have seen an improvement in math and science scores in comparison to reading and writing.
- Each grade level team is meeting weekly to plan through PLCs to unpack TEKS, analyze data, and plan activities that target the depth of knowledge for each TEK.
- Kagan strategies have been implemented in grades 1-5 to increase student engagement across content areas.
- The LPAC determines which linguistic accommodations students need at the beginning, middle, and end of the year for every ELL.
- ELL language proficiency is monitored routinely through TELPAS.
- We have a strength in math in comparison to reading and writing.
- Students performance needs improvement. For writing, 3<sup>rd</sup> -4<sup>th</sup> teachers, CIS and administrators met to determine root causes of the 50% passing rate on 4<sup>th</sup> writing on STAAR. We identified weaknesses on curriculum, resources to support instruction, developed a smart goal, and created a long-term plan of instruction.
- For reading, we piloted Fountas and Pinnell classroom and secured Gretchen Childs as consultant for primary grades reading instruction.
- The teams are implementing the scope and sequences. Each team meet each week with CIS through PLC to analyze the TEKS, plan activities that target depth of knowledge for each TEKS and to create lesson plans.
- This year, one of our campus initiatives has been to train teachers in grades 1-5 in Kagan strategies in order to increase student engagement across content areas. The Kagan structures support listening, speaking, reading and writing within the activity, which are language-rich activities.
- Writing content and language objectives is an area that our campus needs to work on, which is the first component, preparation, of SIOP. The practice of writing objectives is not consistent across all teachers. Regarding the components of building background, strategies and interaction, lessons are rich with activities. Teachers are implementing Kagan structures which supports sheltered instruction.
- The LPAC monitors the use of linguistic accommodations at the beginning, middle and end of the year for every ELL. We monitor student progress by monitoring language acquisition through TELPAS.

#### Staff Quality, Retention, and Recruitment:

- One hundred percent of the teachers and paraprofessionals are highly qualified
- We continue to encourage our staff to become ESL and GT certified.
- Twenty new staff members have joined the Bowie family including a new principal.
- District mentor/buddy program for new teachers and new experienced teachers to the district
- Online trainings, Kagan, PLC, Tech intervention, Empowering writers, Gretchen Childs, Balanced Literacy, CIS, follow up and online support available
- Needed: Behavior support, clear flowchart, Ruby Payne- Poverty training

#### Technology:

- Students at Bowie have access to ipads, laptops, and desktop computers.
- Students are given opportunities to attend computer labs for interventions and enrichment.
- Interactive Promethean boards are utilized in every classroom.

### **School Processes & Programs Strengths**

#### Curriculum and Instruction:

- F&P K-3
- Empowering Writers/Jeff Anderson
- Gretchen Childs-ELA Training Contracted Services
- Academic Tutors
- Through the PLC model, our teachers are working on developing stronger Tier 1 instruction.
- We are targeting primary literacy through F&P classroom, and Empowering Writers for 2<sup>nd</sup>-5<sup>th</sup> grade writing
- PLC
- Planning time
- Faculty Meetings
- Team Meetings

#### Staff Quality, Retention, and Recruitment:

- Effective professional development with Kagan and Gretchen Childs to support literacy.

#### Technology:

- laptop carts
- ipad carts



- classroom Promethean board
- Campus Technology Specialist
- Teachers integrate technology into lessons
- Imagine Learning
- Waterford

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

**Problem Statement 1:** Writing results indicate that editing proficiency has decreased. **Root Cause:** More time is spent on writing compositions vs. direct grammar instruction.

**Problem Statement 2:** Students are not adequately progressing through RTI. **Root Cause:** Teachers and staff need more training on the RTI process.

**Problem Statement 3:** Bowie has a high turnover rate. **Root Cause:** Teachers view behavior support as a weakness.

# Perceptions

## Perceptions Summary

The comprehensive needs assessment completed by the campus committees and reviewed and accepted by the campus ILT indicated the following information:

### Culture and Climate:

- Based on the survey, 78% of students feel safe outside of the classroom, and 84% of students feel safe in the classroom.
- Students have a negative outlook in regards to peer/peer and peer/adult relationships.
- Teachers do not feel supported by the administrative team, and felt that the disciplinary system was not fairly implemented.
- Teachers and students both agreed that the level of respect among peer/peer and peer/adult was extremely low.
- Bullying- 5 cases for 2017-18
- Anti-bullying week
- Guidance lessons on a priority – once a six weeks – record the lesson on GCTV
- PALS or mentoring or Delta Kappa Gamma
- Check in and check out by grade level, specials
- Based on the surveys, 78% of students feel safe outside of classroom and 84% of students feel safe in the classroom. Procedures are set in place-breakfast in the classroom, red/blue lines, alternate dismissal lunch/specials, morning arrival, dismissal, print patrol, hall monitors.
- Students had a positive outlook regarding school, campus. They had a negative outlook with relationships, peer/peer & peer/adult. Students felt the disciplinary process was fair.

### Family Engagement:

Bowie will continue to work closely with our families and community. We are working on increasing our WATCHDOGS and PTO participation. Bowie has a new CS3 who is excited about working with students, teachers, parents, and community members in providing a positive home-school connection.

- Events-AR nights, literacy night, Math and Science, PTO and 5th Super Science Saturday
- PTO presence needs to be at every event and promote more participation and parental involvement from various parents
- Have HR mom for each teacher's class be a PTO rep
- Higher attendance rates at events that students perform
- Parent members on CATCH and PTO
- Unsure if parents feel that their participation is necessary and important
- Surveys or informal conversations are ways to find out how the parents feel about their participation and engagement

## Perceptions Strengths

- CHAMPS and PBIS implemented school-wide
- PAWS-after school clubs for students
- Effective routines and procedures-arrival/dismissal
- Building relationships-community walks
- Procedures for safety-hallway buddy
- Character Education Celebrations
- Family Engagement Opportunities
- PLC Teams
- Backpack Buddies
- Positive Principal Referrals

## Family Engagement:

- Family Nights
- Community Walks
- Home visits
- PTO Involvement
- Partners in Education-Covestro
- AR Nights
- Super Science Saturday
- Fall Festival
- Math/Science Night
- YMCA-after-school program

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There were over 900 discipline referrals in 2017-2018. **Root Cause:** CHAMPS and PBIS was not implemented with fidelity.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

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

### **Employee Data**

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

### **Parent/Community Data**

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

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices
- Action research results

# Goals

**Goal 1: James Bowie Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.**

**Performance Objective 1:** All students will achieve 90% or master on their grade level assessments and meet or exceed the state average on STAAR.

**Evaluation Data Source(s) 1:** CBA, Benchmarks, DRA

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Utilize PLCs to analyze and review assessment data for all students in order to plan for and provide effective TEKS instruction in all content areas as well implement intervention through additional AI and tutorials for at-risk students.	2.4, 2.6	Principal Assistant Principal Teachers Campus Instructional Specialists	Increased STAAR results			
Funding Sources: Coordination of Local and State Funds - 12000.00						
2) Chart all K-2 students and struggling 3-5 students', DRAs, and Guided Reading Levels on a spreadsheet to track progress and make adjustments as needed, specifically with an emphasis on subgroups (AA, SPED, ELL & ED).		Principal Assistant Principal Teachers Campus Instructional Specialists	Increased student achievement			
Funding Sources: Coordination of Local and State Funds - 1800.00						
3) Collaborate in PLC meetings for grades K-5 to focus on evaluating student learning, analyzing the standards, and creating intervention action plans for at-risk students.	2.6	Principal Assistant Principal Teachers Campus Instructional Specialists	Increased student achievement			
4) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area to increase learning for all students.	2.4	Principal Campus Instructional Specialists	Increased student achievement in Tier I instruction			

5) Reevaluate RtI process by providing at-risk students with structured interventions.		Principal Assistant Principal Campus Instructional Specialists At Risk Interventionist Teachers	Increased student achievement			
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue








## Goal 2: James Bowie Elementary will provide a well balanced and appropriate curriculum to all students.

**Performance Objective 1:** Provide staff members with information, materials, and training necessary to ensure rigorous and relevant curriculum is implemented for students academic success.

**Evaluation Data Source(s) 1:** Agendas, sign in sheets, surveys

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement Common Formative Assessments to evaluate student learning to close achievement gaps.		Principal Assistant Principal Teachers Campus Instructional Specialists	Increase student achievement			
2) Conduct vertical content planning sessions once a semester with Language Arts, Math and Science teachers in order to implement common vocabulary and instructional focus.		Principal Assistant Principal Teachers Campus Instructional Specialists	Increase student achievement			
3) Provide coaching, modeling, focused training, technology and planning in the area of Language Arts and Math for teachers to improve instructional quality and incorporate strategies to enrich and accelerate the curriculum.	2.5	Principal Assistant Principal Campus Instructional Specialists	Increase student achievement			
4) Provide opportunities for staff to attend Behavior Management (mental health) training to improve classroom instruction and increase student success.		Principal Assistant Principal Counselor Teachers	Improved Tier 1 instruction			
5) Provide Literacy Training for K-2 by using research-based training experts such as Gretchen Childs to improve the delivery of balanced literacy components.		Principal Assistant Principal Campus Instructional Specialist Teachers	Improved Tier 1 instruction			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: James Bowie Elementary through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** Improve the daily attendance rate to or above 97% in order to increase the opportunities for students to be successful in school and to achieve college and career readiness.

**Evaluation Data Source(s) 1:** Attendance Report

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Promote high attendance (97%) or above school-wide and incorporate incentive programs for students and teachers.		Administrators Attendance Clerk Homeroom Teachers CSSS	Increase student achievement			
2) Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.	2.5	Principal Counselor Teachers	Promote college and career awareness			
3) Maintain collaboration with Partner in Education (PIE) to provide student learning opportunities like mentoring.		Principal Assistant Principal Counselor PIE Representative	Increase student achievement			
						

**Goal 4: James Bowie Elementary will provide and maintain a safe, positive learning environment.**

**Performance Objective 1:** James Bowie Elementary will maintain high expectations toward a safe and structure environment including positive student behavior, high attendance percentages, and elevate morale for all students and staff.

**Evaluation Data Source(s) 1:** Discipline and attendance data, surveys

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue PBIS initiatives school wide along with CHAMPS to promote a safe and orderly environment with the use of the school wide Behavioral Support Teams action plan.		Principal Assistant Principal CSSS Counselor Teachers	5% decrease in student discipline referrals			
2) Continue school-wide character education (Keystone), classroom guidance, OLWEUS, and conflict resolution to reduce discipline referrals and bullying incidents.		Principal Assistant Principal Counselor CSSS Teachers	Decrease discipline referrals and bullying			
3) Promote positive staff morale with a variety of incentives.		Principal Assistant Principal Teachers	Increase in staff morale			
4) Students participate in high interest hobbies and clubs after school with teacher sponsors and then perform or display their work at the PAWS showcase.	2.5	Principal Assistant Principal All Staff	Increase positive student relationships			
						

**Goal 5: James Bowie Elementary will recruit, develop, and retain highly effective personnel.**

**Performance Objective 1:** All students will be taught by a teacher who has met the requirement as highly effective or state certification.

**Evaluation Data Source(s) 1:** Certification report

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Recruit and retain highly effective personnel.		Principal	All staff certified in respective assignment			
2) Encourage teachers to become ESL and GT certified.		Campus Administrators	Teachers with ESL and GT Certification			
3) Implement a mentor system for 1st and 2nd year teachers		Campus Administrators	Retention of Teachers			
						

**Goal 6: James Bowie Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.**

**Performance Objective 1:** James Bowie Elementary will provide family engagement opportunities, facilitate ongoing communication between home, school, and community and foster an active Parent Teacher Organization.

**Evaluation Data Source(s) 1:** Engagement Opportunities Documents, Surveys, PTO membership, Community Report

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	3.1	Principal Campus Student Success Specialist	100% Distribution			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	Principal CSSS	Increase parental involvement			
Funding Sources: Coordination of Local, State, and Federal Funds - 1000.00						
3) Utilize a variety of methods to communicate between school and home to support ongoing student success including Campus Newsletter, Tuesday Folders, and Grade Level Discipline Plans.		Principal CSSS Counselor	Increase communication from home and school			
4) Increase Teacher and Parent Participation with PTO to enhance student achievement.		Principal All Staff Parents Parent Teacher Organization	Increase student achievement			
5) Collaborate with community members and organizations to create and maintain partnerships that strengthen the academic program and support students as life-long learners.	2.5	Principal Assistant Principal Counselor	Increase community Partnerships			
						

**Goal 7: James Bowie Elementary will provide the technology infrastructure and tools to maximize student achievement.**

**Performance Objective 1:** Maximize student achievement through integrating technology in all content areas.

**Evaluation Data Source(s) 1:** CogMed, Fast Forward, Imagine Learning, I Station Reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Integrate technology into all content areas by using available resources (EduSmart, Imagine Learning, Waterford, AR, Scholastic, Promethean Boards) in order to enhance the curriculum and reduce the achievement gap for at-risk students (including M1 and M2 students) with assistance from district-provided staff.	2.5	Principal Assistant Principal Teachers	Increase student engagement			
2) Increase access to technology to all students using resources in the classrooms, computer labs, and in the Library in order to support Technology TEKS.	2.4	Principal Assistant Principal Teachers	Increase student technology knowledge			
3) Utilize CogMed, Fast Forward, and Imagine Learning to increase comprehension.	2.5	Principal Assistant Principal Teachers Counselor	Increased student achievement scores			
						

## 2018-2019 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Regina Sims	Principal

# Campus Funding Summary

<b>Coordination of Local, State, and Federal Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
6	1	2	Materials needed for conducting parent training sessions	Title I, Part A	\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Coordination of Local and State Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Payroll costs for tutors and supplemental intervention materials	SCE Funds	\$12,000.00
1	1	2	Supplemental materials to support instruction	Bilingual/ESL Funds	\$900.00
1	1	2	Supplemental materials to support instruction	Special Education Funds	\$500.00
1	1	2	Supplemental materials to support instruction	GT Funds	\$400.00
<b>Sub-Total</b>					\$13,800.00
<b>Grand Total</b>					\$14,800.00