

Goose Creek Consolidated Independent School District

Lorenzo De Zavala Elementary

2019-2020 Campus Improvement Plan



Mission Statement

The mission of Lorenzo De Zavala Elementary is to provide a safe, positive learning environment where all students develop intellectually, physically, creatively, and socially in order to become responsible citizens that meet the challenges of the future.

Vision

Lorenzo De Zavala is a diverse school community, committed to academic excellence through rigor and relevance. We encourage creativity and provide instruction in a caring, safe and positive learning environment, responsive to each student, in collaboration with families and the community.

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Comprehensive Needs Assessment

Needs Assessment Overview

The new leadership team was confirmed in June 2019 and began the campus needs assessment in June, July, and August of 2019.

Student achievement results, staffing, building needs, funding, and program evaluations were completed in order to develop a plan of improvement.

Demographics

Demographics Summary

- The student population is 19.15% African-American, 19.03% Anglo, .12% Asian, 58.95% Hispanic, with a low-socioeconomic status of 80.9%.
- The staff turnover rate has been a concern.
- Relationship building will be a focus to retain/hire highly qualified teachers.

Demographics Strengths

- We are developing plans to provide interventions/enrichment for all students attending De Zavala.
- Will work with the many different district departments to help us with training, incorporating strategies/interventions to meet the needs of ALL of our students.
- Tracking student progress through portfolios, SeeSaw, etc. will allow us to make better academic decisions regarding the interventions/enrichment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Provide appropriate professional development opportunities to meet the needs of teachers in order to meet the needs of all learners.

Root Cause: scheduling issues, staff transition

Student Academic Achievement

Student Academic Achievement Summary

Overall

Rating	Score
D	62

Student Achievement

Rating	Score
F	56

Academic Growth

Rating	Score
D	62

School Progress-Relative Performance

Rating	Score
F	57

School Progress-Closing the Gaps

Rating	Score
D	63

Support Label

Target Support

Student Academic Achievement Strengths

The campus will have a new leadership team for 2019-2020 to support DeZavala's focused plan to improve student academic performance.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The state accountability information indicates that students are not meeting state standards in the core content areas. **Root Cause:** There has not been an effective process implemented on the campus to address student academic performance improvements.

School Processes & Programs

School Processes & Programs Summary

- De Zavala has numerous specialists (2 CISs, Reading Interventionist, SSA, etc.) that can provide coaching, modeling, review data, conduct PLC meetings to implement an appropriate prescriptive academic plan for all.
- SuccessMaker, Study Island, Big Brainz, Waterford, and Education Galaxy will support Tier 1 instruction with data tracked to determine academic decisions (tracking, RTI, small group participation, etc.)

School Processes & Programs Strengths

- Numerous additional staff positions to support teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The instructional staff were unable to provide effective coaching and classroom support in order to attain student success academically. **Root Cause:** Prior year administrative direction with improvements was not effective

Perceptions

Perceptions Summary

- From the Equity Conference..."Every student, Every Parent, Every Teacher, Every Day!" We will promote this through visuals in the hallway and parent, teacher, student interactions
- Need to meet building improvements-inspirational, motivational designs on walls and lockers to promote positive school attributes such as team work, respect, responsibility, etc.

Perceptions Strengths

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff and parent survey results indicate significant perception problems **Root Cause:** There was a lack of success in building and maintaining relationships.

Priority Problem Statements

Problem Statement 1: The instructional staff were unable to provide effective coaching and classroom support in order to attain student success academically.

Root Cause 1: Prior year administrative direction with improvements was not effective

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Staff and parent survey results indicate significant perception problems

Root Cause 2: There was a lack of success in building and maintaining relationships.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The state accountability information indicates that students are not meeting state standards in the core content areas.

Root Cause 3: There has not been an effective process implemented on the campus to address student academic performance improvements.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Provide appropriate professional development opportunities to meet the needs of teachers in order to meet the needs of all learners.

Root Cause 4: scheduling issues, staff transition

Problem Statement 4 Areas: Demographics

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

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
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Other Prekindergarten and Kindergarten assessment data

- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 07, 2019

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

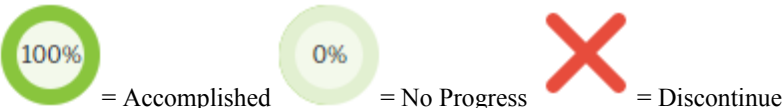
Performance Objective 1: Lorenzo De Zavala Elementary will implement a well-balanced instructional program in which all students will meet or exceed the district average on district grade level and curriculum assessments and meet or exceed the state average on STAAR.

Evaluation Data Source(s) 1: District Assessments, TELPAS Results, and STAAR Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide interventions/enrichment for all students to meet (and exceed) campus, district, and state expectations as needed in Math, Reading, Writing, and Science with an emphasis on Accelerated Instruction (AI). Extended day tutoring K-5th, in school tutoring utilizing two retired teachers for 1st-3rd. Consistent CIS Coaching modeling, and supporting mainstream, GT, Special Education, at-risk, and Bilingual students pre-5th.	2.4	Campus Administrators Teachers Campus Instructional Specialists	Student progress/growth Highly prescriptive plans created due to the data from evaluative data sources Teachers regularly checking to ensure these goals have been achieved and creating new goals as needed			
2) Grade-level teams will plan with the CIS weekly to prepare rigorous, relevant, and motivating lessons in order to provide effective TEKS instruction in all content areas. Coaching will also be provided to support effective instructional lessons.	2.4	Campus Instructional Specialists Teachers	Increase STAAR results by 5%			
Funding Sources: Coordination of Local, State, and Federal Funds - 140000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) All teachers will, through targeted intervention during ALT time, ensure that G/T and high achieving students are provided with accelerated and exceptional instruction to ensure achieving "Masters" on STAAR.	2.5	Campus Administrators Campus Instructional Specialists Teachers	STAAR Mastery data, CFA, Benchmark, and CBA data showing mastery			
	Funding Sources: Coordination of Local and State Funds - 1000.00					
4) Through the RtI process, ensure that all students receive academic interventions, both in the regular classroom and through ALT, to close their instructional gaps.	2.4	Principal Campus RtI Team Teachers	RtI data indicating increase in "monitoring" status Increase in CBA, CFA, Benchmark and STAAR success			
5) Monitor at-risk, African- American, and Hispanic groups to ensure students are making progress, and target struggling students for academic intervention through the regular classroom, ALT, and tutorials.	2.6	Campus Instructional Specialists Campus Administrators Teachers	Closure of the achievement gap between our AA and Hisp vs White			
	Funding Sources: Coordination of Local and State Funds - 18000.00					
6) Implement a "New Dolphin" process for students new to the school with an emphasis on at-risk and highly mobile students to ensure academic success.	2.6	Principal Counselor CSSS	Closure of the achievement gap with "snapshot" students			
7) Collaborate in Professional Learning Communities and cross grade level meetings to study student data, plan coaching sessions, and plan instruction to ensure implementation of a rigorous curriculum for mainstream, GT, Special Education, at risk and Bilingual students prek-5th grade.	2.4	Principal Teachers Campus Instructional Specialists	All students receive a rigorous curriculum based upon best practice options on a daily basis.			
8) Plan and development best practices in the area of Reading literacy, Writing, Science, Math, and inclusion practices to service our mainstream, GT, Special Education, at risk and Bilingual students prek-5th grade.	2.4, 2.6	Campus Instructional Specialists Principal Teachers	Increase student academic performance			
9) Grade level Professional Learning Communities (PLC) meetings along with Instructional Leadership Team (ILT) meetings to monitor the data of targeted student populations and the implementation of the CIP.		Campus Instructional Specialists Campus Administrators Teachers	All staff is familiar with goals of the campus and the direction needed for student growth in all areas.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
10) Teachers will utilize the Guided Reading model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk, and Bilingual students pre-5th grade.	2.5, 2.6	Campus Instructional Specialists Campus Administration Teachers	Students will be on grade level or make significant growth toward the goal			
11) Teachers will utilize the Guided Math model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students prek-5th grade.		Teachers Campus Instructional Specialists Campus Administration	Student data from end of year assessments will reflect on level and/or significant growth.			
12) Teachers will utilize a TEKS Mastery Target Board checklist to track progress (tracking chart, SeeSaw) in the mainstream, GT, Special Education, at risk and Bilingual students prek-5th grade.		Teachers Campus Administration Campus Instruction Specialists	Teachers will become familiar with tracking and progression goals on a individualized student by students basis			
						

Goal 2: Lorenzo De Zavala Elementary will provide a well balanced and appropriate curriculum to all students.




Performance Objective 1: Ensure that 100% of the teachers receive high quality professional development each year.

Evaluation Data Source(s) 1: STAAR scores, Benchmark scores, Lesson Plans, Eduphoria, walkthroughs, TELPAS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) To ensure all essential standards are met at the highest levels, data will be reviewed 2-3 times each lesson cycle to determine interventions/enrichment for all students. Data driven instruction at all grade levels derived from best practice with a focus on vocabulary content and rigorous instruction for all mainstream, GT, Special Education, at risk and Bilingual students prek-5th grade.	2.4	Teachers Campus Instructional Specialists Media Specialist	Planning is geared toward proven strategies to address student needs			
2) Provide differentiated instruction in all classrooms: mainstream, GT, Special Education, at risk and Bilingual prek-5th grade.	2.4	Campus Instructional Specialists Teachers	All students provided a viable curriculum regardless of levels or ability.			
Funding Sources: Local Funds - 500.00						
3) Implementation of the GCCISD Primary Bilingual Transition flowchart, provide ESL strategies, phonological practice during class and AI time, use of SeeSaw in order to increase TELPAS scores and transition them to the monolingual classrooms utilizing Title III staff. Goal setting meetings with K-2 Bilingual teachers to facilitate appropriate interventions/enrichment to comply with the model.		Campus Instructional Specialists Campus Administrators Teachers District Bilingual Specialist	Due to these regular transitional checks, more students will be able to transition as per District transitional flowchart and those in needs of interventions will be quickly			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Teachers will incorporate hands-on science activities during systematically scheduled Science Lab time, and teach a common Science Vocabulary in grades K-5 in order to increase student understanding and comprehension.	2.4	Campus Instructional Specialist Teachers	Science Lab utilization increase to at least one day a week in the lab. Increase in 5th grade STAAR Science scores by 5%. Year to year comparison increase on CBA and Benchmark data.			
Funding Sources: Local Funds - 2000.00						
5) Implement the ESL program requirements as outlined in the GCCISD Bilingual/ESL Program Guidelines and follow all recommendations made by the Region 4 Bilingual/ESL Program Evaluation Report.		Teachers Campus Administrators Sheltered Instruction Team	Bilingual specialists will collaborate with campus administration/LPAC to ensure all implementation and recommendations are appropriate and followed.			
6) The campus LPAC will implement state program requirements and a district Bilingual/ESL specialist and/or campus administrator will be present during all LPACs.		LPAC parent Teachers Campus Administration	Bilingual specialists will collaborate with campus administration to ensure all implementation and recommendations adhered to.			
7) Using the Literacy Coaching model teachers will have the opportunity to observe, collaborate, and apply the strategies modeled to improve student performance by all mainstream, GT, Special Education, at risk and Bilingual prek-5th grade.		Campus Instructional Specialists Teachers Campus Administration	Students will be on grade level or make significant growth toward the goal.			
8) Teachers will be trained using Guided Math instruction and work stations. Teachers will incorporate these strategies into their classrooms of all mainstream, GT, Special Education, at risk and Bilingual prek-5th students.		Campus Instructional Specialists Campus Administration Teachers	This model allows teachers to provide appropriate interventions/enrichment on a daily basis.			
9) Grade level Professional Learning Communities (PLC), team meetings will be held on a weekly basis along with ILT (once a month) to monitor the data of targeted student populations		Campus Instructional Specialists Campus Administration Teachers	Through collaboration a student learning focus will drive intervention/enrichment			
10) Teachers will utilize the Guided Reading model provided by district training. Strategies from training will be incorporated into the classroom for all mainstream, GT, Special Education, at risk and Bilingual students pre-5th grade.		Campus Instructional Specialists Campus Administration Teachers	Students will be on grade level or make significant growth. Reading levels will be tracked and goals set for each month. Teachers k-2 will send their tracking charts to campus admin via SeeSaw.			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 3: Lorenzo De Zavala 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: Ensure activities are engaging and provide on level activities for all those working below grade level to create opportunities for growth and reduce frustration in order to create a stronger desire to attend daily.

Evaluation Data Source(s) 1: Daily attendance data, PLC review data,

Summative Evaluation 1:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.	2.6	Principal Campus Student Success Specialist CYS	Improved student success with attendance, academics, and/or behavior			
Funding Sources: Coordination of Local, State, and Federal Funds - 70000.00						
2) Comply with state and local guidelines in regards to daily student attendance, completing paperwork, working with district attendance staff to ensure proper documentation can be used in parent conferences.		Teachers Student Support Team Attendance clerk or assistant	Student attendance is 97% or higher			
3) Increased recognition of positive attendance goals for all students in mainstream, GT, Special Education, at risk and Bilingual pre-5th grade.		Campus Admin Student Support Team PIE	Student Attendance 97% or higher			
4) Provide college/career planning and increase access to activities involving continued long term educational experiences. There will be a weekly College Shirt Day (Thursday) to promote our spirit and attempt to instill in students a desire to continue their education.		Teacher Campus Administration	Students have increased opportunities to be exposed to College names, vocabulary associated with post secondary, and a more narrowed vision which has attending a university as a real possibility.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: Lorenzo De Zavala Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Provide a safe and secure learning environment through utilizing the Positive Behavior Academic Support model, Keystone Program and Olweus Program.

Evaluation Data Source(s) 1: Discipline Data

Summative Evaluation 1:

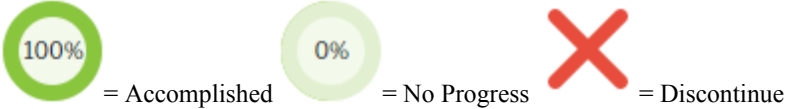
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Utilize the Keystone Curriculum to develop self-esteem and provide opportunities for self-growth for all students. Celebrate Keystone kids each six weeks with a Character Breakfast.	2.6	Campus Administrators Teachers Counselor Media Specialist	Keystone Activities Completed			
2) Using the Olweus curriculum, increase schoolwide positive culture behaviors.		Teachers Campus Administrators Counselor	Decrease in discipline incidents			
3) Continue to implement a school-wide Positive Behavior Support Program. PBIS Team will meet monthly to discuss student data from Review 360 and ways to improve behavior on campus. Tickets will be given to students exhibiting appropriate, positive behaviors which can, in turn, be turned in for incentives.	2.6	Campus Administrators Counselor Teachers	TEAMS Data Review 360			
	Funding Sources: Local Funds - 2000.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 5: Lorenzo De Zavala Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Source(s) 1: Staff HQ Reports, Staff Retention Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Rebuild all forms of relationship: community, parents, teachers, students, etc. We want to have a "Build it and they will come" belief system.		Campus Administrators Campus Instructional Specialists Teachers	Increased positive community, parent involvement and reduced staff turnover ("Build it and they will come")			
2) Utilize Campus Mentor to work with new teachers and help with the transitions needed to perform all De Zavala expectations effectively.		Campus Administrators Campus Mentor	Reduced staff turnover and improved transition for new personnel			
3) Ensure all students are educated using research based or data proven strategies and taught by a highly effective teacher.		Campus Administration Campus Instructional Specialist	Data reflects continuous growth for students			
						

Goal 6: Lorenzo De Zavala Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Lorenzo De Zavala will establish and maintain communication between home, school and community that will foster in an active Parent Teacher Organization (PTO) to establish a family connection between the school and home.

Evaluation Data Source(s) 1: Parent Surveys, Parent Event Report, Volunteer Report, Tuesday folders, DZ Happenings Distribution, Website updated

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	Campus Administration CSSS	Increase in positive parent participation			
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	Campus Administrators Teachers CSSS	Family Night Session Sign-In Sheets			
Funding Sources: Coordination of Local, State, and Federal Funds - 4750.00						
3) Facilitate communication between school and home through home visits, phone calls, parent conferences and volunteers. Provide a campus-wide newsletter each month, through the campus website/Tuesday Folder.		Campus Administrators Teachers Campus Instructional Specialists	Parent Contact Journal Sign-In Sheets Parent/Teacher Face to Face Conference (each student) time 2 a year			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Solicit parent/community volunteers. Implement a volunteer program that encourages parents to be a part of the school community through school events and family nights. Invite all volunteers and P.I.E. representatives to the End of Year Recognition social.		Counselor CSSS	Increase in logged volunteer hours Sign-in sheets			
5) Support our PTO by planning and creating opportunities for increased positive parent involvement.		CSSS	Membership Records			



= Accomplished



= No Progress



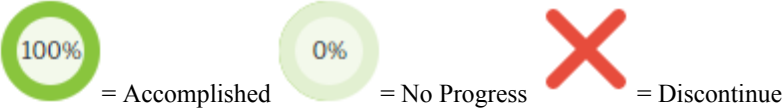
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Goal 7: Lorenzo De Zavala Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: We will utilize and integrate available technology, software, and websites into developmentally appropriate lessons to introduce, practice, and/or reinforce TEKS.

Evaluation Data Source(s) 1: Lesson Plans, observations, data, and walk throughs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Utilize SuccessMaker, Study Island, Education Galaxy, Big Brainz, Reading A-Z (and RazzPlus), Accelerated Reader, Waterford, Imagine Learning, etc. programs in order to differentiate instruction/instructional support for our diverse and high at-risk population as well as mainstream, GT, Special Education, and Bilingual pre-5th grades.		CTS Campus Instructional Specialists Teachers Campus Administration	Continuous academic student growth and an increase in all local and state assessments.			
2) Provide opportunities for staff develop that will enhance the effective use of technology in the classroom. Utilize campus and district specialists to model lesson and provide instructional resources to teachers. Teachers will be encouraged to attend district sponsored staff development on technology.		Teachers Campus Administrators Campus Instructional Specialists	Increased use of appropriate technology on campus			
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	3	Implementation of the GCCISD Primary Bilingual Transition flowchart, provide ESL strategies, phonological practice during class and AI time, use of SeeSaw in order to increase TELPAS scores and transition them to the monolingual classrooms utilizing Title III staff. Goal setting meetings with K-2 Bilingual teachers to facilitate appropriate interventions/enrichment to comply with the model.
2	1	5	Implement the ESL program requirements as outlined in the GCCISD Bilingual/ESL Program Guidelines and follow all recommendations made by the Region 4 Bilingual/ESL Program Evaluation Report.

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Writing Journals materials		\$500.00
2	1	4	Science Journal and lab materials		\$2,000.00
4	1	3	PBIS Incentives		\$2,000.00
Sub-Total					\$4,500.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Instructional Specialist focused instructional coaching	Title I Part A	\$140,000.00
3	1	1	Campus Student Success Specialist to support student success components	Title I Part A	\$70,000.00
6	1	2	Materials/supplies for parent academic activities.	Title I Part A	\$750.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$214,750.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental materials to support student academic improvement	GT Funds	\$500.00
1	1	3	Supplemental materials to support student academic improvement	Special Education Funds	\$500.00
1	1	5	Payroll, materials, and supplies for tutorials to support student academic interventions	SCE Funds	\$18,000.00
Sub-Total					\$19,000.00
Grand Total					\$238,250.00