

Goose Creek Consolidated Independent School District

Dr. Antonio Banelos Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



Mission Statement

Dr. Antonio Bañuelos Elementary will provide a stimulating and safe learning environment where each student is provided an individualized education that addresses students' unique learning styles, cultivates independent thought, promotes the building of character, develops college and career readiness and enables them to contribute to their communities in meaningful and positive ways.

Vision

Our school will be a safe place where we are all learning together and collaborating for the success of all students.

Value Statement

We value our students and are dedicated to their success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our student population is usually between 840-860. Our highest student count this year was 902. Our campus demographics: Hispanic-58.9%, African American-19.5%, White-16.65, Two or More Races-2.62%. At Risk 464 students, LEP 224 students, SPED students 67, Economically Disadvantaged 51%, Mobility 28.33%

Grade Level	Monolingual/Regular Staff	Bilingual Staff	GATE Staff	Total #
PK	1	1		
K	5	1	6	6
First Grade	4	1	2	6
Second Grade	4	2	3	6
Third Grade	5	2	4	8
Fourth Grade	6	1	3	7
Fifth Grade	5	1	3	6
PPCD	1	0	0	1

All staff is highly certified. Our teacher turn over rate is very low. We have new teachers added to our campus because of our growth. We had 4 teachers leave to work in another district. Based on our campus staff surveys teachers are happy and enjoy working at Banuelos.

We have a Reading/ELA Campus Instructional Specialist and Math/Science Campus Academic Specialist.

Demographics Strengths

We are very proud of our student body. Our students are a diverse group of learners that we work each day to make sure their learning needs are met. Our campus team is a dedicated group of teachers, paraprofessionals, and support staff members that strive each day to make a difference in a child's life. We have a Watch Dog program that allows us to have dads on our campus to serve as positive role models for our students. Our goal this year is to have an active PTO board. We promote parental involvement on our campus. Our staff has parent/teacher conferences once a semester. We have a teacher led

campus and encourage leadership roles among our staff. Our goal is to increase the amount of teachers that have their ESL certification and a number of GATE hours from the district.

Student Academic Achievement

Student Academic Achievement Summary

Dr. Antonio Banuelos has demonstrated growth in many areas. Our meets and master percentages in third grade reading and fourth grade reading have increased. In several content areas and grade levels our scores have improved from last year. We are going to continue to focus on our students to move from approaches to meets or masters. Our goal with each child is to observe growth with their learning as indicated by campus, district and state testing data. Areas of strength for our campus are our reading growth, math improvement and our science scores. Special education students have also demonstrated growth in reading and math. Our ELL scores have also indicated that our students are demonstrating their understanding of the content being taught. We know that if we continue to focus on our students and their learning we will excel as a campus.

Banuelos - 2019- Domain 1

	Approaches	Meets	Masters
3rd Reading	77%	39%	25%
3rd Math	79%	37%	16%
4th Reading	75%	48%	21%
4th Math	74%	44%	28%
4th Writing	68%	34%	8%
5th Reading	83%	44%	26%
5th Math	90%	62%	44%
5th Science	85%	66%	37%
Average	50.42		

Student Academic Achievement Strengths

- Campus Instructional Specialist
- PLC focused days, set content planning days, set team meeting days
- Homework Helper Lab before school in the Science lab
- Tutorials after school
- Additional targeted support for our ELL students
- Monthly staffing for SPED students
- Small group tutoring/instruction during the day
- GATE enrichment camp for students
- CFA creation by teachers
- Data Meetings with Administrators and CIS Team
- Planning Meetings with CIS team
- Professional Development Opportunities
- Content Leader Cadres

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We need to continue to focus on our meets and masters with our students performance on the STAAR tests. **Root Cause:** Ensuring that students, parents and teachers understand the testing criteria for each grade level and how to improve scores. Using data to drive our intentional teaching moves that allow us to have a better learning outcome with our students.

School Processes & Programs

School Processes & Programs Summary

We have an experienced team of teachers and support staff that help us meet the needs of our students. Our staff is encouraged to attend staff development that they need to benefit their student groups. We use all campus funds to ensure that our teachers can attend staff development provided by the district, region or county. Our staff is student focused. We have many structures in place to help support our staff and students in their learning environment. We have two computer labs, ipad carts and laptops for an entire grade level. Our technology on campus is a great benefit to our students. We need to focus more time on implementing all the new technology with our students. We have two retired teachers that provide tutorials during the day. We offer small group instruction to all grade levels and allow time for individualized instruction. We are going to provide a RTI handbook and training for our campus. Our focus will be for our staff to know what to do when students are mastering the content and when they are struggling with the content. Differentiation instruction strategies will also be an area of focus for our campus. Our staff has a good understanding of differentiation, but will need to have more training on how it looks in a classroom. We want to ensure that by second grade all students are reading at or above grade level. We plan to do this by having a primary focus with our instructional coach for ELA. We are planning to do a GATE enrichment camp again this year based on the feedback from last year. We are also going to provide before school tutorials.

School Processes & Programs Strengths

We have systems in place that are structured around the success of our students. We do not add a lot of new things each year, however we are willing to make changes and adapt as needed. We hold our staff accountable for the learning taking place in the classroom. We promote that teachers advocate for their students. We have a set master schedule that is instructionally beneficial to our students. Our staff members attend staff development, read educational focus books and self reflect to become better at their practice. We have a great amount of technology on our campus. Our leadership team has a focus content area, student groups to have ownership of, and continue to grow as instructional leaders. We have support systems in place for staff members with our Campus Instructional Specialist.

Perceptions

Perceptions Summary

Our students are the priority for our campus. It is evident in our decision making that students come first. Our students have participated in UIL, Honor Choir, Field Day, and other district events. We have a fifth grade student council and leadership team that focuses on helping the campus. Our staff surveys indicate that the staff enjoys working at Banuelos. We need to dedicate time in all classrooms for Keystone. Based on PBIS meetings with our staff, our current PRIDE expectations are consistently followed in all areas of the building. We will ensure that all students know and understand our "Give Me 5", which is our campus wide way to get student's attention. Banuelos Elementary provides many opportunities for our families and community to participate. These opportunities engage and educate our parents about how to support their children through events such as academic nights, accelerated reader, GATE

showcase, Watch Dog program and many more. Our campus strives to make our families and community feel welcome and informed in a variety of ways. We will continue working towards ensuring our parents are knowledgeable in knowing how to keep informed of their child's progress in the parent portal. Teachers support each other through collaboration. Professional development is offered by the CIS, off campus, and by the district.

Perceptions Strengths

Our campus team is focused on students. We are continually growing as grade level teams and the campus as a whole has a great working environment. Our staff is willing to adapt to change. We have an active group of parents that make a steady group of parent volunteers for our campus. We have a great partnership with Beacon Federal Credit Union. Our campus student support specialist and counselor are proactive with our students and families to help address the needs of our students. Our attendance incentives have been communicated to our staff, students and parents. We have an on going parent communication that helps us know our students better. We have evening events each month for parents and students to attend. Our PLC meetings and planning meetings have been very beneficial this year. We communicate using different methods such as phone call-outs, newsletters, monthly reminders, parent bulletin board, website, flyers, and the marquee. We have an inviting environment and atmosphere to make our guests feel welcomed. New teacher meetings and mentors are provided to new teachers. We need to make sure we have a way to help monitor our buddy system for teachers new to the district/campus, but not new to teaching. Teacher collaboration is effective. There is technology support that comes from the technology department that assists in instructional strategies. Classroom expectations must be consistent and we must use Keystone with fidelity. Staff perceptions of strengths are: kids feel safe, kids do not feel bullied, kids are our priority, and we need to use what we have already have to help support our students with fidelity.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase the use of the parents portal via internet by parent throughout the school year. **Root Cause:** Parents use the parent portal for registration, but not necessarily throughout the school year to check on their child's progress and other important information.

Problem Statement 2: Teachers feel that they need more support for struggling students. **Root Cause:** We need to review how we use our support staff and tutors to support our students.

Priority Problem Statements

Problem Statement 1: We need to continue to focus on our meets and masters with our students performance on the STAAR tests.

Root Cause 1: Ensuring that students, parents and teachers understand the testing criteria for each grade level and how to improve scores. Using data to drive our intentional teaching moves that allow us to have a better learning outcome with our students.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: There is a need to increase the use of the parents portal via internet by parent throughout the school year.

Root Cause 2: Parents use the parent portal for registration, but not necessarily throughout the school year to check on their child's progress and other important information.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Teachers feel that they need more support for struggling students.

Root Cause 3: We need to review how we use our support staff and tutors to support our students.

Problem Statement 3 Areas: Perceptions

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- Prekindergarten Self-Assessment Tool

- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 07, 2019




Goal 1: Dr. Antonio Banuelos Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post- secondary readiness.

Performance Objective 1: All students will meet or exceed expectations on grade level assessments and the STAAR assessment.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide targeted and strategic interventions for all students not meeting campus, district and state expectations in all content areas. Provide before school homework helper lab and tutorials during the school day and small group for all students specific to their individual needs.		Principal Teachers Counselor	STAAR results District CBA and Benchmark data			
2) Disaggregate and analyze students' test data (STAAR and local assessments) in all core subject areas to address needs by distinguishing areas of success from areas of concern, including achievement discrepancies among various student groups with a specific focus on sub-populations to include: African American, Special Education, and LEP.		Principal Teachers Counselor	STAAR EOY Benchmarks			

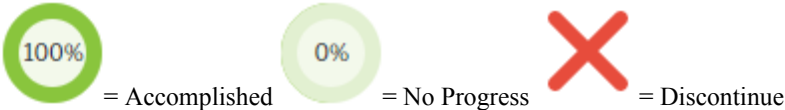
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Provide academic interventions for at risk students and for students not meeting STAAR tested content (Math, Reading, Writing, Science), through Accelerated Instruction, extended day tutorials, tiered interventions with RTI, Summer School.		Principal Teachers Counselor Campus Instructional Specialists CSSS	STAAR Results			
	Funding Sources: Coordination of Local and State Funds - 15000.00					
4) Plan professional development opportunities aligned to Board and Campus Goals and data needs, including (but not limited to): academic vocabulary development, understanding and working with students from low SES backgrounds, positive behavior support, PLCs, technology integration. Provide professional development and coaching using data to make instructional decisions, improve curriculum, and design assessments.		Principal Teachers Counselor Campus Instructional Specialists CSSS	Lesson plans			
	Funding Sources: Coordination of Local, State, and Federal Funds - 70000.00					
5) Use common planning time for team members to collaborate on rigorous TEKS based instruction that increases learning for all students. Implement a set planning date of Tuesday for the all grade level teams.	2.4	Principal Teachers Campus Instructional Specialists Counselor CSSS	Increased STAAR results			
6) Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining students work/ response to assessment. Have teachers collect writing samples to use in our vertical team meetings.		Teachers Principal	Lesson Plans Training Agendas and Sign-In Sheets CFA Review (PLC days)			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Dr. Antonio Banuelos Elementary will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Banuelos Elementary will provide training and support to students and staff to provide a well balanced and appropriate curriculum to all students.

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

Summative Evaluation 1:

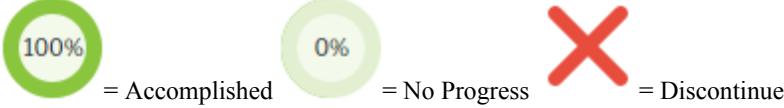
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Design groups so that students performing at or above grade level expectations have opportunities to engage in meaningful enrichment opportunities that promotes critical thinking such as, UIL academic preparation, Career Week, Spelling Bee, and 21st century learning skills (increase Masters rates and college preparedness).	2.5	Principal Teachers	Increased math CBA and Benchmark scores			
2) Provide training to teachers on best practices to be used with Banuelos Elementary special programs (bilingual/ESL and Special Education) to ensure identified students' instructional needs are being met and they are getting intentional access to the general curriculum, monitor their performance data, and plan interventions accordingly.	2.5	Principal Teachers	Increased CBA, Benchmark, and STAAR scores			
	Funding Sources: Coordination of Local and State Funds - 300.00					
3) Provide opportunity for teachers to meet with grade levels above them to assist with students transitioning to the next grade including opportunities to plan transitions for students in programs such as Head Start.		Principal	Increase of student achievement as indicated by grade level assessment Scores, IEPs, and TELPAS Data			
						

Goal 2: Dr. Antonio Banuelos Elementary will provide a well balanced and appropriate curriculum to all students.

Performance Objective 2: Banuelos Elementary will implement a rigorous and relevant curriculum as outlined by the District C & I department to ensure academic success for all learners.

Evaluation Data Source(s) 2: STAAR, TELPAS, and District Assessments

Summative Evaluation 2:

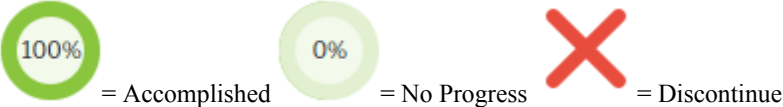
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide appropriate identification of needs & interventions for students performing below expectations in the core subjects (RTI, intervention/enrichment, resources/materials, small group instruction tutorials with planned targeted interventions for students) and provide specific interventions for each tier within the RTI process		Principal Teachers	STAAR Tests EOY Benchmarks Increased screened scores			
2) Implement consistent problem solving model (UPS) in math instruction and Animal Facts for math facts fluency. Conduct vertical math meetings each 6 weeks to ensure we are consistent with our math curriculum for all grade levels.		Teachers Principal	Meeting agendas Lesson plans Walk-throughs			
3) Ensure all instruction at all grade levels is derived from best practices. Continue work with Instructional Rounds at the campus level to focus on problem of practice for the campus.		Principal Assistant Principal Campus Instructional Specialists	Lesson plans Walk throughs			
						

Goal 3: Dr. Antonio Banuelos 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: Banuelos Elementary will ensure that all students are enrolled in school and provided with the necessary components to be successful in school.

Evaluation Data Source(s) 1: Academic Reports, Behavior Reports, and Attendance Reports

Summative Evaluation 1:

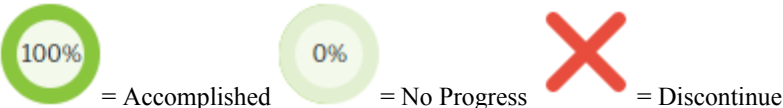
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide a safe, structured and caring environment focused on high expectations for student behavior and elevating student and staff morale in order to increase attendance rates, passing rates and overall academic success for each child.		Principal Teachers CSSS Counselor	97% attendance rate			
Funding Sources: Coordination of Local, State, and Federal Funds - 70000.00						
2) Monitor average daily attendance and provide attendance awards and incentives for both students and staff.		Principal Attendance Clerk Counselor CSSS	PEIMS report Perfect Attendance/class Perfect attendance awards every 6 weeks Staff awards every 6 weeks.			
3) Banuelos Elementary will provide enrichment opportunities for students that prepares them for career and college readiness.		Principal Teachers Counselor	97% attendance rate			
4) Banuelos Elementary will monitor at-risk students and plan interventions accordingly (including, but not limited to: mentors, PALS, counseling sessions, parent conferences, tutoring) to ensure they progress through school successfully.	2.6	Teachers Principal Counselor CSSS Campus Instructional Specialists	Increase in student achievement			
						

Goal 4: Dr. Antonio Banuelos Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Utilize the Positive Behavior and Intervention Support Model to implement systems to ensure that Banuelos Elementary is safe and has a positive learning environment for all students.

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Train all faculty and staff on crisis management for Banuelos Elementary, and ensure that plans are clearly communicated and practiced throughout the year. Teach and Implement PRIDE- (Prepared, Respectful, In Control, Determined and Encouraging)		Principal Counselor Teachers	Ability to handle crisis situations as they arise			
2) Continue to implement an anti-bullying awareness plan that includes parent education sessions, bullying contract, teacher awareness training, student programs, and routine monitoring of discipline data. Implement Olweus program campus wide.		Counselor Principal Teachers	Decrease in bullying reports as reported by students and parent			
3) Grade level discipline plans will be consistently followed. Plans will include a way to communicate to parents both consequences and positive praise for students behavior reporting. Specials and cafeteria plans will be constructed to be proactive and preventive of student discipline infractions.		Principal Assistant Principal Teachers	Improvement in student behavior			
						

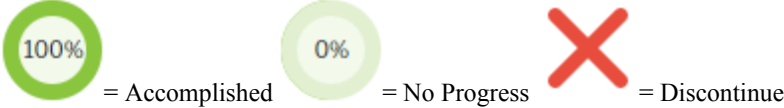
Goal 5: Dr. Antonio Banuelos Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain 100% highly effective personnel.

Evaluation Data Source(s) 1: Campus staff reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from a pool of highly qualified teachers in core academic subject areas.		Principal	Job Fair Reports			
2) Evaluate the Teacher Induction Program/Mentoring initiatives and make changes to improve the program efforts to retain staff.		Principal Teachers	New Teacher Surveys			
3) Encourage and solicit teachers to add subject area certification.		Principal	Additional teachers with additional subject area certification			
4) Encourage 100% of the teachers to become ESL and GT certified.		Principal Teachers	Teachers with ESL and GT certification			
5) Hire and recruit paraprofessionals that meet or exceed the required 60 college hours or certificate.		Principal	Requirements met			



100% = Accomplished
 0% = No Progress
 X = Discontinue

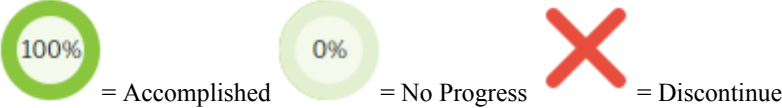
Goal 6: Dr. Antonio Banuelos Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Banuelos Elementary will create a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, parents and teachers.

Evaluation Data Source(s) 1: Surveys, Session Reports, Community Reports

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	CSSS	Increase in 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	Principal Counselor Teachers CSSS	Event sign-in sheets			
Funding Sources: Coordination of Local, State, and Federal Funds - 4600.00						
3) Teachers will conduct face to face conferences with parents of students they instruct at least twice a year, once in the fall/ spring face to face conference/ phone calls.		Principal Counselor Teachers	Parent Signatures Documented Meetings Parent Surveys Attendance logs			
4) Facilitate communication between school and home through home visits and Tuesday Folder communication/phone calls/ parent conferences and volunteers that are reported to the Title I program as evidenced on sign-in sheets and logs.		Principal	Parent Contact Tuesday Folder Sign-in sheets			
5) Utilize marquee and message board as way to communicate with our parents and community.		Principal	Increase awareness of campus events for parents and community members			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Enhance school/community partnership by utilizing our campus website and printed newsletters to inform students, staff and the public of important school information and activities.		Principal Teachers	Increase ways to communicate with parents and community members			
7) Support PTO by continuing to recruit active parent and teacher members. Encourage parents and teachers to attend meetings.		Principal Teachers Counselor	Increased attendance at PTO meetings			
8) Continue to utilize partnership with our PIE and to have community members create a tutorial program for our at-risk students, Junior Achievement, and Pen Pals.		Principal Teachers Counselor	PIE meeting minutes PIE schedules			
9) Continue to promote our Watch Dog program. Conduct a kick off evening event for dads to join our Watch Dog team.		Principal CSSS	Increased Watch Dog Participation			
						




Goal 7: Dr. Antonio Banuelos Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Integrate technology into the daily curriculum to enhance student engagement and promote 21st century learning, including, but not limited to: Edusmart, SuccessMaker, Starfall, Type to Learn, PowerPoint, Brain Pop, United Streaming, and other web based sites.

Evaluation Data Source(s) 1: Usage and Data Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Banuelos Elementary teachers will incorporate a variety of educational technology tools into their lessons thereby exposing students to various platforms and giving them opportunities to develop their technology capacities.		Teachers Principal	Increase technology uses for the entire campus, teachers and students			
2) Integrate technology into all content areas by using available resources (Heartsoft, Waterford, IStation, Leap Frog, Type to Learn, Scholastic) in order to enhance the curriculum and reduce the achievement gap for at-risk students with assistance from district-provided staff.		Principal	Increased scores on CBAs and Benchmarks, TTM Benchmark scores, ISIP scores and Fast Forward			
3) Provide staff development as needed, training and support for grade level teams based on specific needs for their content/grade level. Invite district support to facilitate training.		Principal				

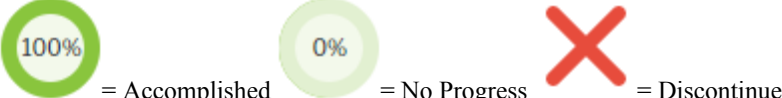
 = Accomplished
  = No Progress
  = Discontinue

Goal 7: Dr. Antonio Banuelos Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 2: Banuelos Elementary will provide the necessary technology in their classrooms to maximize student achievement and provide staff development on technology integration.

Evaluation Data Source(s) 2: Classroom Observation Reports, Reports on campus usage from TMS.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Banuelos Elementary will provide opportunities for staff to attend targeted staff development that will enhance the effective use of technology in the classroom.		Principal Counselor Teachers	Increase in staff development hours obtained by staff			
2) Continue to integrate technology in the classroom through the use of Brain Pop, Smartboards, E-Instruction, and SuccessMaker.		Principal Counselor Teachers	Lesson Plans			
3) Use technology to increase student success by utilizing various software programs that target skills necessary for mastery of the content/grade level.		Principal Counselor Teachers	Lesson Plans			
4) Utilize laptops and iPads in the 4th and 5th Grade to maximize learning. Primary Ipad carts and bilingual Ipad carts will be used daily.		Teachers Principal	Increased laptop usage			
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide targeted and strategic interventions for all students not meeting campus, district and state expectations in all content areas. Provide before school homework helper lab and tutorials during the school day and small group for all students specific to their individual needs.

District Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Campus Instructional Specialist focused instructional coaching	Title I Part A	\$70,000.00
3	1	1	Campus Student Success Specialist to support student success components	Title I Part A	\$70,000.00
6	1	2	Supplemental materials to support parent academic sessions	Title I Part A	\$600.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$144,600.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Payroll costs for tutors, intervention materials	SCE Funds	\$15,000.00
2	1	2	Supplemental instructional materials	Bilingual/ESL Funds	\$200.00
2	1	2	Supplemental instructional materials	Special Education Funds	\$100.00
Sub-Total					\$15,300.00
Grand Total					\$159,900.00