

Goose Creek Consolidated Independent School District

Dr. Antonio Banelos Elementary

2022-2023 Campus Improvement Plan



Public Presentation Date: November 3, 2022

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 900-930. Our highest student count this year was 923. Our campus demographics: Hispanic-59.4%, African American-20.6%, White-13.7, Two or More Races-3.5%. At Risk 398 students, LEP 245 students, SPED students 96, Economically Disadvantaged 63%, Mobility 12%

Grade Level	Monolingual/Regular Staff	Bilingual Staff	GATE Staff	Total #
Kindergarten	5	2	7	7
First Grade	6	2	8	8
Second Grade	6	2	3	8
Third Grade	6	1	1	7
Fourth Grade	4	2	4	6
Fifth Grade	4	1	1	5
Life Skills	1	0	0	1
SILC	1	0	0	1

All staff is highly certified. Our teacher turn over rate is low. We have new teachers added to our campus because of increased enrollment. We had 3 teachers leave to work in another district/moving to other cities. Based on our campus staff surveys teachers are happy and enjoy working at Banuelos.

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

Demographics Strengths

We are very proud of our student body. Our students are a diverse group of learners that our staff work with each day to ensure 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 for the 22-23 school year is to continue to increase our PTO involvement (after establishing an updated PTO). We promote parental involvement on our campus. Our staff has parent/teacher conferences once a semester. We promote and encourage a teacher led campus, encouraging leadership roles among our staff. Our goal is to increase the amount of teachers that have their ESL certification and GATE hours from the district.

Student Learning

Student Learning Summary

Dr. Antonio Banuelos will continue to focus on moving our students from approaches to meets or masters on STAAR and CBA/Benchmark Assessments. Our goal with each child is to show measured growth with their learning as indicated by campus, district, and state testing data. We will continue to focus on our reading growth, math improvement and science scores. All students; specifically, our Special Education and ELL students will be monitored for 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.

Student Learning Strengths

- Campus Instructional Specialist
- Campus Academic Specialist
- PLC focused days, set content planning days, set team meeting days
- HB4545 Tutorials during school day
- Additional targeted support for our ELL students
- Monthly staffing for SPED students
- Small group tutoring/instruction during the day
- GATE enrichment camp for students
- STEM Club for 5th grade students
- Coding Club for Intermediate grade levels
- CFA creation by teachers
- Data Meetings with Administrators and CIS/CAS Team
- Planning Meetings with CIS/CAS Team
- Professional Development Opportunities
- Vertical Alignment Teams

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to continue to focus on meets and masters level of student performance on the STAAR tests. **Root Cause:** Students, parents, and teachers do not have a strong understanding of how to help students advance from approaches to meets and meets to masters.

School Processes & Programs

School Processes & Programs Summary

We have a dedicated team of teachers and support staff that help us meet the needs of our students. Our staff is encouraged to attend focused staff development 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 and iPads for all students. Our technology on campus is a great benefit to our students. We have retired teachers that provide tutorials during the day. We offer small group instruction to all grade levels and allow time for individualized instruction. We provide an RTI handbook and training for our campus focused on providing interventions at three different Tier levels. Our focus is 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 be an area of focus for our campus. Our staff has an 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 our instructional coach for ELA focus on the primary grades. We are planning to do a GATE enrichment camp again this year based on the feedback from previous years.

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 to our instructional programs 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, ensuring the required instructional minutes are being met. Our staff members attend staff development and self reflect to become better at their practice. We have a great amount of technology on our campus. Our leadership team has focused content areas, student groups of ownership, and continue to grow as instructional leaders. We have support systems in place for staff members with our Campus Instructional and Academic Specialists.

Perceptions

Perceptions Summary

Our students are the priority for our campus. It is evident in our decision making that students come first, from instructional materials, supplies, and professional development provided to the students and staff. Our students have participated in UIL, Spelling Bee, Honor Choir, 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 have dedicated time at the beginning of the instructional day for Character Trait lessons. 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. Bañuelos Elementary provides many opportunities for our families and community to participate in the education of students. These opportunities engage and educate our parents significantly on how to support their children academically through events such as academic nights, accelerated reader, GATE showcase, the 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, CAS, 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 parent volunteers for our campus. We have a great partnership with our Partner in Education: Beacon Federal Credit Union. Our campus student support specialist, counselor, and CYS worker 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 by understanding issues and concerns on and off campus. We have evening events 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, emails, newsletters, monthly reminders, parent bulletin board, website, Twitter, Facebook, flyers, and the marquee. We have an inviting environment and atmosphere to make our guests feel welcomed. New teacher meetings and mentors are provided for new teachers. We have a 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 the Character Trait of the month with fidelity. Staff perceptions of strengths are: kids feel safe, 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: Teachers feel that they need more support for struggling students, including behavior. **Root Cause:** Our teachers and support staff need updated training to assist students needs and review for better functionality.

Priority Problem Statements

Problem Statement 1: We need to continue to focus on meets and masters level of student performance on the STAAR tests.

Root Cause 1: Students, parents, and teachers do not have a strong understanding of how to help students advance from approaches to meets and meets to masters.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Equity data
- T-PESS data

Parent/Community Data

- Parent 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





Goals

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 Sources: STAAR, TELPAS, and District Assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use common planning time for team members to collaborate on rigorous TEKS based instruction that increases well-rounded opportunities and learning for all students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR results Local Assessment results</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining students work/response to assessments.</p> <p>Strategy's Expected Result/Impact: Increase assessment scores using specific data based on teacher data driven decisions.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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: Special Education and LEP.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Results Increase EOY Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide targeted and strategic interventions for all students not meeting campus, district and state expectations in all content areas. Provide tutorials during the school day and small group for all students specific to their individual needs.</p> <p>Strategy's Expected Result/Impact: Increase STAAR results Increase District CBA and Benchmark data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  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 Sources: STAAR, TELPAS, and District Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Data driven 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).</p> <p>Strategy's Expected Result/Impact: Increased Math and Reading Assessment scores.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide training to teachers on best practices to be used with Banuelos Elementary special programs; such as, Bilingual/ESL (Dual Language One Way Program (K,1st,2nd) , Special Education, and GT 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.</p> <p>Strategy's Expected Result/Impact: Increased CBA, Benchmark, and STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300, Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300, Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$300</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 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 all programs.</p> <p>Strategy's Expected Result/Impact: Increase student achievement as indicated by grade level assessment Scores, IEPs, and TELPAS Data</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: STAAR, TELPAS, and District Assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide coaching opportunities to support teachers with improved instructional quality in language arts, math, science, and social studies.</p> <p>Strategy's Expected Result/Impact: Increase in student academic performance</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Funding Sources: Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$120,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Increased STAAR Tests Increased Local Assessments Increased Screener Scores</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 Sources: Academic Reports, Behavior Reports, and Attendance Reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Banuelos Elementary will monitor at-risk students and plan interventions accordingly (including, but not limited to: PALS, counseling sessions, parent conferences, attendance contracts, tutoring) to ensure they progress through school successfully.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide academic interventions for at risk students and for students not meeting STAAR tested content (Math, Reading, and Science), through Accelerated Instruction, in school tutorials, tiered interventions with RTI, Summer School.</p> <p>Strategy's Expected Result/Impact: Increase STAAR Results</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Funding Sources: Payroll costs for tutors, intervention materials - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide a safe, structured and caring environment focused on high expectations for student academic and behavior including elevating student and staff morale in order to increase attendance rates, passing rates and overall academic success for each child.</p> <p>Strategy's Expected Result/Impact: 97% attendance rate</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Costs for Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$60,000</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monitor average daily attendance and provide attendance awards and incentives for both students and staff.</p> <p>Strategy's Expected Result/Impact: PEIMS report Perfect Attendance/class Perfect attendance awards every 9 weeks Staff awards every 9 weeks.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Banuelos Elementary will provide enrichment opportunities for students that prepares them for career and college readiness.</p> <p>Strategy's Expected Result/Impact: STEM Club Coding Club GATE Camp Career Day</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 Sources: Discipline Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 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). Strategy's Expected Result/Impact: Decrease numbers of discipline/crisis situations Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to implement an anti-bullying awareness plan that includes our weekly bullying pledge, bullying committee, bullying contract, teacher awareness training, student programs, and routine monitoring of discipline data. Strategy's Expected Result/Impact: Decrease in bullying reports from students and parents Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 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. Strategy's Expected Result/Impact: Improvement in student behavior Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Campus staff reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and recruit early from a pool of highly qualified teachers in core academic subject areas. Strategy's Expected Result/Impact: Recruit and employ highly qualified teachers from job fairs and interviews. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Evaluate the Teacher Induction Program/Mentoring initiatives and make changes to improve the program efforts to retain staff. Strategy's Expected Result/Impact: New Teacher surveys will provide insight and information on ways to improve the program. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage 100% of the teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Increase the number of teachers with ESL and GT certification Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Hire and recruit paraprofessionals that meet or exceed the required 60 college hours or certificate. Strategy's Expected Result/Impact: Requirements met for a highly certified staff Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Surveys, Session Reports, Community Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation</p> <p>Staff Responsible for Monitoring: Principal CSSS</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Parent knowledge and participation in campus events.</p> <p>Staff Responsible for Monitoring: Campus Administrators CSSS</p> <p>Title I: 4.2</p> <p>Funding Sources: Supplemental materials to support parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$4,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Support teacher to parent and parent to teacher communication</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase communication with the campus and parents</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize marquee and message board as way to communicate with our parents and community.</p> <p>Strategy's Expected Result/Impact: Increase awareness of campus events for parents and community members</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase communication with parents and community members</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Continue to utilize partnership with our PIE (Beacon Federal Credit Union).</p> <p>Strategy's Expected Result/Impact: Positive communication and partnership with our Partner in Education</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Support PTO by continuing to recruit active parent and teacher members. Encourage parents and teachers to attend meetings.</p> <p>Strategy's Expected Result/Impact: Increase attendance at PTO meetings.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Continue to promote our Watch Dog program. Conduct a kick-off evening event for dads to join our Watch Dog team.</p> <p>Strategy's Expected Result/Impact: Increase Watch Dog participation</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June





Strategy 10 Details	Formative Reviews		
Strategy 10: Utilize the CATCH program to enhance the mental and physical well being of students, families, and staff. Strategy's Expected Result/Impact: Increase student, family, and staff well being Staff Responsible for Monitoring: Campus Administrators Nurse	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 7: Dr. Antonio Banelos 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, Education Galaxy, Flocabulary, Reading A-Z, Imagine Learning, I-Station, Starfall, Type to Learn, PowerPoint, Brain Pop, United Streaming, and other web based sites.

Evaluation Data Sources: Usage and Data Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Banelos 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.</p> <p>Strategy's Expected Result/Impact: Increase technology uses for the entire campus, teachers and students</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Integrate technology into all content areas by using available resources (Flocabulary, Waterford, Education Galaxy, Imagine Learning, I-Station, Renaissance, 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.</p> <p>Strategy's Expected Result/Impact: Increased scores on assessments</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to integrate technology in the classroom through the use of programs such as: Brain Pop, Flocabulary, Smartboards, E-Instruction, I-Station, and Education Galaxy.</p> <p>Strategy's Expected Result/Impact: Increase technology use in the classroom</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Banelos Elementary will provide opportunities for staff to attend targeted staff development that will enhance the effective use of technology in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase technology use by staff</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize iPads in all grade levels to maximize learning. Strategy's Expected Result/Impact: Increased use of software programs Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Costs for Teaching and Learning Coach	Title I, Part A Funds	\$120,000.00
3	1	3	Costs for Campus Student Success Specialist to support student success components	Title I Part A Funds	\$60,000.00
6	1	2	Supplemental materials to support parent academic sessions	Title I Part A Funds	\$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$184,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
2	1	2	Supplemental instructional materials	Special Education Funds	\$300.00
2	1	2	Supplemental instructional materials	GT Funds	\$300.00
3	1	2	Payroll costs for tutors, intervention materials	SCE Funds	\$8,000.00
Sub-Total					\$8,900.00