

Goose Creek Consolidated Independent School District

Dr. Antonio Banelos Elementary

2023-2024 Campus Improvement Plan



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

- Dr. Antonio Banelos Elementary serves a diverse student body with programs for Special Education, Behavior, Life Skills, and SILC. Our student ethnicity breakdown is: Hispanic/Latino - 59.94%, Black/African American - 24.35%, White - 10.52%, Two or More Races - 2.74%, Asian - 2.02%, and Native Hawaiian/Pacific Islander - .43%.
- Within those numbers, we have 384 students who are At Risk, 118 students identified as Special Education, and 208 students who are identified as LEP. Over the last few years, enrollment numbers increased, however, declined for the 2022-2023 school year due to the opening of another elementary school and rezoning within the district.
- Student mobility rates have increased over the past three years as well from 15.5% to 18%.
- When students move to different schools within the district they are able to seamlessly transition to learning due to a tight alignment of curriculum, scope and sequence, materials, and report cards across the district.
- The average class size at Banelos is about 22 students per teacher.
- We have 49 standard certified personnel at our campus with one enrolled in an Alternative Certification Program.
- Our paraprofessionals are highly effective.
- We have paraprofessionals who take special training to serve in the areas they are assigned (behavior, SpEd).
- Our 2 new educators work with a mentor to guide them through their first year of campus.

The total percentage of attendance based on the two snapshot days (August 11, 2022 and April 12, 2023) is 93.96%. Interventions are in place to promote high attendance. "Perfect Attendance" sheets on the outside wall of classrooms to earn classroom incentives such as hat day, electronics hour, movie day, extra recess, board game day, pajama day, bring a stuffed animal to school, dance party, and lunch/breakfast with an administrator of choice. Each morning at the conclusion of announcements the school motto is stated "Missing school is missing out." Individual perfect attendance awards are provided as well. Teachers also track attendance in the student's Data Folders.

Demographics Strengths

Our campus team is a highly effective, dedicated group of teachers, paraprofessionals, and support staff that strive daily to make a difference in a child's life.

Student Learning

Student Learning Summary

The largest percentage of our students continue to score in the Approaches category on STAAR. We need to focus on moving our students from Approaches to Meets and Masters. Students are showing a small amount of growth based on universal screeners. Data from the 2022 STAAR showed the following:

Subject Area	Top 3 Making Progress	Top 3 Lacking Progress
3rd Math	3rd yr Monitored Asian White	2nd yr Monitored SpEd Black/African American
3rd Reading	3rd yr Monitored Asian White	2nd yr Monitored SpEd Black/African American
4th Math	3rd yr Monitored 4th yr Monitored White	SpEd 2 or More Races Black/African American
4th Reading	4th yr Monitored 3rd yr Monitored Asian	SpEd Black/African American 2 or More Races
5th Math	2nd yr Monitored Asian 3rd yr Monitored	SpEd American Indian/Alaska Native Black/African American
5th Reading	2nd yr Monitored 4th yr Monitored 1st yr Monitored	SpEd Black/African American Currently Emergent Bilingual

Based on the review of the available data, the committee concluded there is still a concern about the African American and Special Education sub-populations as both continue to under-perform. We believe we are still in the process of filling in gaps from the COVID epidemic, and due to limited resources at home and on our campus, closing gaps remains a struggle to accomplish. Additionally, we have a limited number of students who reach the "Masters" level on assessments. We feel a lack of rigorous enrichment opportunities contributes to this problem. Reflecting on our current practices, this committee suggests the campus establish more clarity in the Response to Intervention (RtI) and Accelerated Instruction (SI) programs. The faculty would benefit from professional development opportunities on how these programs work and what they entail. For example, data analysis to drive planning and instruction, intervention planning and implementation, and fidelity of following through with the process. Furthermore, special education teachers need to work more closely with the general education teachers to meet the needs of this sub population.

Student Learning Strengths

We began several initiatives and will continue with fidelity and consistency: implementing PLC, Rtl meeting and intervention services, and using data to drive instruction and inform planning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Banuelos Elementary is showing lack of growth in students meeting "Meets" and "Masters" on state assessment tests. **Root Cause:** There is a lack of enrichment opportunities to extend learning.

School Processes & Programs

School Processes & Programs Summary

After reviewing campus data and feedback, the committee found that vertical alignment amongst all grade levels and stronger PLC commitment needed to be established, maintained, and monitored to ensure that all teachers were teaching at a strong Tier 1 level and preparing students for the next level. While some collaboration was evident through PLC's, planning times, ILT, RTI, and district initiatives, due diligence is needed amongst all stakeholders to ensure that the district scope and sequence is followed, instructional plans are aligned, and that guided reading is occurring daily in all reading classes.

School Processes & Programs Strengths

Banuelos has processes and programs in place to enhance student learning:

- Use of Learning Intentions and Success Criteria
- Student data folders, conferences, and goal setting.
- Technology integration
- School-wide instructional strategies
- Research-based materials
- Showing growth in academic subjects
- WATCH D.O.G.S. program promoting positive interactions with students
- Active PTO promote positive teacher/parent participation

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Banuelos teachers need tighter vertical alignment K-5 and a stronger PLC initiative. **Root Cause:** We have had inconsistencies with the PLC process and implementing with fidelity campus-wide.

Perceptions

Perceptions Summary

Based on the end of year survey, staff felt like they were often not heard by the administration, did not have an overall environment of respect among the faculty, nor a consistent approach to behavior management and discipline. The staff overall did feel the school was safe. The discipline data reveals while most incidents occur in the classroom, a significant portion of them occur on the bus. The most common method of administrative action is one-on-one intervention. 5th grade has the highest number of incidents so far for the 2022-2023 school year. This is followed by 3rd grade then kindergarten. The grade level with the lowest number of incidents is 1st grade. Incidents in a single month hit a peak in September with 84 incidents, followed by February with 72 incidents. The number of incidents per month correlates to the number of school days for that month. Looking at incidents by ethnicity, African American students have the highest number. Wednesdays have the highest number of incidents with the lowest day being Mondays. Discipline removals such as; In school suspension, out of school suspension, and AEP placement are occurring as a result of severe or repetitive offenses. They have occurred 12.2% of the time. There are several interventions in place to increase appropriate behavior. Our PBIS focus will be PRIDE bones for individual and class pride bones to help promote positive behavior. Students can save their individual pride bones and redeem them at the pride bone store for prizes. Classes collect their class blue bones for whole class rewards.

Based on our end of year survey, students felt safe at school, but addressed that misbehavior of others can impede learning and go without consequences. Students are satisfied with the activities created for them on campus and overall feel Banuelos is a "fun" environment. Teachers follow the Character Strong curriculum which allows for teachers to teach and model respect..

Surveys indicate parents feel welcomed at Banuelos. Parents have also expressed that they feel there is a connection between home and school when it comes to their child's education. Parents have expressed that we are doing more campus events. They praised our administration for that. While most parents have expressed they get clear and good communication with their child's education, a suggestion by one parent was maybe a way to digitally see what assignments are missing and what homework is being done and if students need additional help. There has been positive feedback of how great the teacher's are. Overall, you can see that all parents feel welcomed and have a clear understanding of their child's education and clear communication amongst teachers and parents.

Perceptions Strengths

- Adult and Student Building Relationships
- Students' Perception of Safety on Campus
- Availability of Parent Engagement Opportunities

Priority Problem Statements

Problem Statement 1: Banuelos Elementary is showing lack of growth in students meeting "Meets" and "Masters" on state assessment tests.

Root Cause 1: There is a lack of enrichment opportunities to extend learning.

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

- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local benchmark or common assessments data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment 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
- Budgets/entitlements and expenditures 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: All student's should make a year's growth in Reading and Math.</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 from BOY to EOY.</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, LEP, and African American</p> <p>Strategy's Expected Result/Impact: Increase STAAR Results overall but specifically targeted sub-populations from previous year. Increase District Interim, MAP, CUA, CUO</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 to show one year's growth in Reading and Math.</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 Interim, MAP, CUA, CUO</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: 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,3rd) , 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 CUA, CUO, Interim, MAP, 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 - Special Education Funds - \$300, Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300, Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$300</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunity for teachers to meet with grade levels above them once during fall and spring 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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 CS3 and SST Committee</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. Strategy's Expected Result/Impact: Increased student achievement from previous year as compared by overall attendance. Utilize PEIMS report to monitor Perfect Attendance/class, Perfect attendance awards every 9 weeks, and Staff Awards every 9 weeks. 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. Strategy's Expected Result/Impact: Increased participation with Career Day and GATE Showcase from previous year. Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Data driven groups so that students performing at or above grade level expectations have opportunities to engage in meaningful enrichment opportunities that promote promote critical thinking such as: UIL, academic preparation, Career Week, Spelling Bee, GT showcase and 21st century learning skills (increase Masters rates and college preparedness). Strategy's Expected Result/Impact: Increased Math and Reading Assessment scores. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 by 10% from 2022-2023. 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 by 10% from 2022-2023. 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 with decrease in office referrals by 10% as compared to 2022-2023. 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 effective 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: Administrators	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: Administrators	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: Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Hire and recruit paraprofessionals that meet or exceed the required effective 60 college hours or certificate. Strategy's Expected Result/Impact: Requirements met for a highly certified staff Staff Responsible for Monitoring: Administrators	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: Administrators</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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 participation in campus events increased by 10% from 2022-2023.</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: Increased student achievement by supporting teacher to parent and parent to teacher communication with increase of communication from previous year.</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 as measured by parent survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize marquee, Facebook, Twitter, Banuelos webpage, and message board as way to communicate with our parents and community.</p> <p>Strategy's Expected Result/Impact: Increased awareness of campus events for parents and community members as measured by parent survey.</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 Parent Square to inform students, staff and the public of important school information and activities.</p> <p>Strategy's Expected Result/Impact: Increased communication with parents and community members as measured by parent survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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 measured by increase in participation from previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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 measured by increase in participation from previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Utilize the CATCH program to enhance the mental and physical well being of students, families, and staff.</p> <p>Strategy's Expected Result/Impact: Increase student, family, and staff well being measured by End of Year survey results.</p> <p>Staff Responsible for Monitoring: Campus Administrators Nurse</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify







Discontinue

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, Progress Learning, 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 from previous year.</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 (Progress Learning, Summit, ST Math, AR, BrainPop, Zearn, 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: Banelos Elementary will provide opportunities for staff to attend targeted staff development and have EdTechxperts provide support that will enhance the effective use of technology in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase technology use by staff from previous year measured by walk through data.</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: Utilize iPads in all grade levels to maximize learning.</p> <p>Strategy's Expected Result/Impact: Increased use of software programs from previous year measured by walk through data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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	1	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
2	1	1	Supplemental instructional materials	Special Education Funds	\$300.00
2	1	1	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