

Goose Creek Consolidated Independent School District

Dr. Antonio Banuelos Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Family and Community Involvement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
Goal 1: Banuelos Elementary will increase student achievement by providing rigorous learning opportunities and curriculum that meets students' needs for achieving exemplary academic and post-secondary success.	15
Goal 2: Banuelos Elementary will provide a well balanced and appropriate curriculum to all students.	17
Goal 3: 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.	19
Goal 4: Banuelos will provide and maintain a safe, positive learning environment.	20
Goal 5: Banuelos Elementary will recruit, develop, and retain highly effective personnel.	21
Goal 6: Banuelos Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.	22
Goal 7: Banuelos Elementary will provide the technology infrastructures and tools to maximize student achievement.	23
System Safeguard Strategies	25
Instructional Team Leaders	26
Campus Funding Summary	27
Addendums	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Antonio Banuelos serves students in PPCD, Pre-Kindergarten all the way through Fifth grade. Our student population is 860 students. Our school had a total population of 874 students last year. We are expecting our student population to increase. Our demographics for last year were: 20.48% African American, 2.75% Asian, .34% American Indian, 55.9% Hispanic, 17.85% White.

Demographics Strengths

We have a Campus Student Success staff member that assist us with increasing our parental involvement. We have weekly SST meetings to address any campus concerns with attendance.

Student Achievement

Student Achievement Summary

We want to ensure that each child is achieving their potential and making gains each year. Overall our STAAR scores are well above the district average and mostly above the state average. We are continuing to make strives with student achievement. It is evident by reviewing individual student data that our students are demonstrating growth from test to test.

Student Achievement Strengths

Our student data indicates that students are being successful. We have a high number of students that are able to reach the mastery level with STAAR. Our students are performing higher than the district and state average in many areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our special education students are not achieving at the same level as their peers. **Root Cause:** We need to monitor our special education students with more fidelity and ensure that they are getting their needs met by all that are involved with their education, special education teacher, mainstream teacher.

School Culture and Climate

School Culture and Climate Summary

Dr. Antonio Banuelos opened its doors in the Fall of 2014. This is our fourth year as campus. We have had very little turn over during time. Our staff continues to grow as our population increase. We have a talented and dedicated staff that works hard each day to ensure success for all students.

School Culture and Climate Strengths

Our teaching staff is comprised of mainly experienced teachers. Our new teachers are well supported by their team members. Our school is a very positive and welcoming place to work. Our students feel safe and enjoy coming to school. We have great systems in place to make sure we are held accountable for every child that comes to our school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our staff is all highly qualified individuals. Pre-Kindergarten to First grade classrooms are all self contained. Second through Fifth grade classes are departmentalized. We have a low turn over rate and we recognize staff members that have perfect attendance for the year. We have fifty teachers on our staff. Our faculty is growing as our population increases. Each year we tend to lose a staff member due to personal reasons and this has a impact on our campus. We want to retain our entire staff.

Staff Quality, Recruitment, and Retention Strengths

Our staff seeks out professional development and best practices to improve their teaching techniques. Our teams of teachers from one year to the next are consistent. We are able to recruit highly professional and qualified individuals.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our teachers utilize PLC days to collaborate for long range planning using our district scope and sequence as a guide. Teachers attend staff development in all content areas that are offered. Our teachers will participate in instructional rounds focused on our problem of practice for the campus. Our teachers use the resources provided by the shared drive. We are in need of strong writing program and more explicit instruction in phonics for primary.

Curriculum, Instruction, and Assessment Strengths

We have a math and science Campus Instructional Specialist and this year we are getting the addition of a reading and language arts Campus Instructional Specialist. We are going to continue our PLC work and ensure focusing our discussion around the essential four questions of a PLC.

Family and Community Involvement

Family and Community Involvement Summary

Our campus has many events for our parents and community members to attend throughout the year. We are starting second year with our existing PTO board members. We have implemented Watch Dog program to increase our involvement from our dads. Our campus has monthly parent luncheons that have a great turn out. Our family events in the evening are held at least twice a month and the attendance rate is great. Our academic evenings that are focused on STAAR have a lower turn out than other family events.

Family and Community Involvement Strengths

We have a great turn out for field trips and other campus events. Our parent volunteer hours continue to increase from year to year. Our Watch Dog program is growing. We make sure that we communicate by phone, email, mail or face to face with each of our parents.

School Context and Organization

School Context and Organization Summary

Dr. Antonio Banuelos staff uses positive reinforcement by using PRIDE bones throughout the school. We recognize students for behavior on the bus. Our students are celebrated monthly during a character trait of the month breakfast. Our students are recognized for attendance each week and every six weeks. Students receiving academic awards are given notes to share with their parents. We have many ways to recognize our students however we need to increase the amount that we recognize students for good behavior and making good choices.

School Context and Organization Strengths

We have many ways we celebrate students. We provide tutorial support for students during the school day. Our school uses positive behavior support strategies. We have PRIDE rules for all areas of the building that are posted in our hallways.

Technology

Technology Summary

We have new technology in all classrooms. Each classroom has a Promethean board and at least two student computers along with the teacher computer. Our fourth graders have IPADs and fifth grade students have laptops. We have two computer labs that house thirty computers each. Our computer labs are used by multiple grade level students and headphones need to be replaced often. Our computer labs are used by multiple grade level students and headphones need to be replaced often. We need a better management system of equipment in the computer labs so that they will last longer.

Technology Strengths

We have a computer technology specialist on our campus full time. We are able to utilize the district technology specialist for specific team needs with technology. During our PLC days we held focused technology trainings provided by our district support team member.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate 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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals






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

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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
System Safeguard Strategy 1) Design and utilize an effective vocabulary alignment model based on data from assessments and vertical team meetings, and utilize interactive journals to deepen students' understanding of academic vocabulary concepts.	2	Principal, Teachers, Counselor	STAAR results, District CBA and Benchmark data			
			Problem Statements: Student Achievement 1 Funding Sources: Coordination of Local and State Funds - \$200.00			
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.	1	Principal, Teachers, Counselor	STAAR, EOY Benchmarks			
3) Provide academic interventions for students not meeting Level 3 in all 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 - \$19,000.00			
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, Project CRISS, ABYDOS, and SIOP. Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments.		Principal, Teachers, Counselor, Campus Instructional Specialists, CSSS	Lesson plans			

5) Use common planning time for team members to collaborate on rigorous TEKS based instruction that increases learning for all students.		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.	8	Teachers, Principal	Lesson Plans, Training Agendas and Sign-In Sheets, CFA Review (PLC days)			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: Our special education students are not achieving at the same level as their peers. Root Cause 1: We need to monitor our special education students with more fidelity and ensure that they are getting their needs met by all that are involved with their education, special education teacher, mainstream teacher.

Goal 2: 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	Title I	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, UIL academic preparation, Career Week, Spelling Bee, and 21st century learning skills (increase Level III rates and college preparedness).		Principal, Teachers	Increased math CBA and Benchmark scores			
	Problem Statements: Student Achievement 1					
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.	4	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 student transitioning to the next grade including opportunities to plan transitions for students in programs such as Head Start. PreK teachers meet with kindergarten teachers to discuss where students are.	7	Evaluation, Teacher	Increase of student achievement as indicated by grade level assessment Scores, IEP's, TELPAS Data			
						

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: Our special education students are not achieving at the same level as their peers. Root Cause 1: We need to monitor our special education students with more fidelity and ensure that they are getting their needs met by all that are involved with their education, special education teacher, mainstream teacher.

Goal 2: 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	Title I	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, I/E, resources/materials, small group instruction tutorials with planned targeted interventions for students) and provide specific interventions for each tier within the RTI process	9, 10	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			
						

Goal 3: 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 are present on a daily basis.

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

Summative Evaluation 1:

Strategy Description	Title I	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			
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			
Problem Statements: Student Achievement 1						
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.		Teachers, Principal, Counselor, CSSS, Campus Instructional Specialists	Increased volunteer hours for the campus from prior years will impact student achievement and overall campus climate.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: Our special education students are not achieving at the same level as their peers. Root Cause 1: We need to monitor our special education students with more fidelity and ensure that they are getting their needs met by all that are involved with their education, special education teacher, mainstream teacher.

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

Performance Objective 1: Utilize the Positive Behavior and Academic 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	Title I	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.	9	Counselor, Principal, Teachers	Decrease in bullying reports as reported by students and parent			
						

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

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

Evaluation Data Source(s) 1: Campus staff reports

Summative Evaluation 1:


Strategy Description	Title I	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. Use reform strategies to change the characteristics of a campus to become more personally and professionally satisfying.	3	Principal	Job Fair Reports			
2) Evaluate campus, Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain.		Principal, Teachers	New Teacher Surveys			
3) Encourage and solicit teachers to add subject area certification.	3	Principal	Additional HQ teachers with additional subject area certification			
4) Encourage all teachers to become ESL and GT certified.	5	Principal, Teachers	Teachers with ESL and GT certification			
5) Hire and recruit paraprofessionals that are highly qualified-have 60 college hours or certificate.		Principal	60 college hours			
						

Goal 6: 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.	6	Principal, Counselor, Teachers,	Parent Signatures, Documented Meetings, Parent Surveys and Attendance logs.			
2) 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	Decrease number of copies by campus Increase ways to communicate with parents and community members			
3) 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.			
4) 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.			
5) 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.	6	Principal, Counselor, Evaluation, Teacher	Parent Contact, Tuesday Folder, Sign in sheets			
6) Offer family evening events to address academic strategies in all content areas to promote higher student achievement and to promote parent involvement.	6	Principal, Counselor, Teachers	Event sign in sheets			
7) 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.	6	Principal, Teachers, Counselor	PIE meeting minutes, PIE schedules			
						

Goal 7: Banuelos Elementary will provide the technology infrastructures 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, other web based sites, etc.

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

Summative Evaluation 1:


Strategy Description	Title I	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			
						

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

Performance Objective 2: Banuelos Elementary will provide the technology in their classrooms and attend staff development to increase their knowledge.

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

Summative Evaluation 2:

Strategy Description	Title I	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.	4	Principal, Counselor, Teachers	Lesson Plans			
3) Use technology to increase student success by utilizing Reading Smart, I-Station and Think Through Math, and targeted for special populations.		Principal, Counselor, Teachers	Lesson Plans			
4) Utilize laptops and iPads in the 4th and 5th Grade to maximize learning.		Teachers, Principal	Increased laptop usage			
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Design and utilize an effective vocabulary alignment model based on data from assessments and vertical team meetings, and utilize interactive journals to deepen students' understanding of academic vocabulary concepts.

Instructional Team Leaders

Committee Role	Name	Position
Administrator	Renee Meyer	Administrator
Classroom Teacher	Theresa Johnson	Teacher- SPED
Classroom Teacher	Claudia Jimenez	Teacher- PreK
Classroom Teacher	Celeste Garcia	Teachers- Kindergarten
Classroom Teacher	Jennifer Starr	Teacher-1st Grade
Classroom Teacher	Lenora Anderson	Teacher-2nd Grade
Classroom Teacher	Pam Wilkinson	Teacher- 3rd Grade
Classroom Teacher	Christina Alford	Teacher-4th Grade
Classroom Teacher	Kimberly Monteau	Teacher-5th Grade
Administrator	Beverly Johnson	Administrator

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental vocabulary materials	Special Education Funds	\$200.00
1	1	3	Payroll costs for tutors, internvetion materials	SCE Funds	\$19,000.00
2	1	2	Supplemental instructional materials	Bilingual/ESL Funds	\$200.00
2	1	2	Supplemental instructional materials	Special Education Funds	\$100.00
Sub-Total					\$19,500.00
Grand Total					\$19,500.00

Addendums

Dr. Antonio Banuelos Elementary
2017 - 2018 CNA Committees



Bulldog Community

Assistance Team

Facilitator: M. Deleon

- 🐾 Specials Team- DESHOTELS/ FLORES
- 🐾 PreK/PPCD-JACKSON
- 🐾 Kindergarten- LEWIS
- 🐾 First Grade- BIELAMOWICZ
- 🐾 Second Grade- PACHECO
- 🐾 Third Grade- PORCH
- 🐾 Fourth Grade- LEDAY
- 🐾 Fifth Grade- VILLEGAS

**Staff Quality &
Retention (CAC)**

Facilitator: D. Doyle

- 🐾 Specials Team- SMITH
- 🐾 PreK/ PPCD- YANCY
- 🐾 Kindergarten- CZ. GARCIA
- 🐾 First Grade- HALL
- 🐾 Second Grade- ARELLANO
- 🐾 Third Grade- LIRA
- 🐾 Fourth Grade- MOORE
- 🐾 Fifth Grade- KELL

Banuelos P.R.I.D.E.

Committee Team

Facilitator: B. Johnson

- 🐾 Specials Team- MARQUEZ/ LUBECKE
- 🐾 Kindergarten-HOLT
- 🐾 First Grade- NORTON
- 🐾 Second Grade- GRANGER
- 🐾 Third Grade- ROMERO
- 🐾 Fourth Grade- FONTENOT RODRIGUEZ
- 🐾 Fifth Grade- ROCKWELL

Curriculum Instruction

Assessment (ILT)

Facilitator: R. Meyer

- 🐾 Specials Team- T. JOHNSON
- 🐾 PreK/PPCD- JIMENEZ
- 🐾 Kindergarten- GARCIA
- 🐾 First Grade- STARR
- 🐾 Second Grade- ANDERSON
- 🐾 Third Grade- WILKINSON
- 🐾 Fourth Grade- ALFORD
- 🐾 Fifth Grade- MONTEAU

School Culture/Climate

(Social Committee)

Facilitator: I. Henry

- 🐾 Specials Team- NICHOLS/RUSSELL
- 🐾 Kindergarten-JORDAN
- 🐾 First Grade- BUGARIN/PARKER
- 🐾 Second Grade- BYFORD
- 🐾 Third Grade- GRIFFITH
- 🐾 Fourth Grade- HENRY
- 🐾 Fifth Grade- KELL

Technology & Staff

Development

Facilitator: W. Goodman

- 🐾 Specials Team- ERSKINS
- 🐾 Kindergarten- CORTEZ
- 🐾 First Grade- ESPINOSA
- 🐾 Second Grade- ODHIAMBO
- 🐾 Third Grade- HOTCHKISS
- 🐾 Fourth Grade- ANGUIANO
- 🐾 Fifth Grade- GOINS

Program Evaluation for Gifted and Talented-Program Intent "21"

Identified Need(s) from the Campus Improvement Plan:	Increased rigor of lesson/material being taught
Staff Position(s) funded by Program:	One GT teacher per grade level (Kinder- 5th grade). All Bilingual and kinder teachers have 30 GT hours
Implemented Strategies/Programs Funded:	Texas Standards Project GT teachers/student showcase, Staff Development on going for GT teachers
Materials/Supplies Purchased with Program Funds:	Instructional resources, novel sets, materials for projects
Impact of Strategies/Programs Funded:	higher quality of instruction to address learning needs of students
Recommendation for Strategies/Programs Funded:	Strengthen GT program/ increase communication between GT teachers on campus

Program Evaluation for Special Education-Program Intent "23"

Identified Need(s) from the Campus Improvement Plan:	Special Education population Pre-K - 5th grade
Staff Position(s) funded by Program:	Two special education teachers, one special education aide, district speech, and diagnostician
Implemented Strategies/Programs Funded:	Staff development, Region 4, IEP online training, district meetings, Cogmed, Fast forward and RTI
Materials/Supplies Purchased with Program Funds:	Cogmed, Fast forward, specific instructional materials per teacher request
Impact of Strategies/Programs Funded:	Higher level of academic achievement, and student growth
Recommendation for Strategies/Programs Funded:	Move to a more co teach campus, staffing allotments prevent us from being a complete co teach campus

Program Evaluation for State Compensatory Education-Program Intent "24, 26, 28, and 30"	
Identified Need(s) from the Campus Improvement Plan:	RTI students
Staff Position(s) funded by Program:	All staff, additonal daily tutors
Implemented Strategies/Programs Funded:	Small group instructional support for students during the day and after school.
Materials/Supplies Purchased with Program Funds:	Materials/ resources for tutors
Impact of Strategies/Programs Funded:	Higher achievement rates of students
Recommendation for Strategies/Programs Funded:	

Program Evaluation for Bilingual/ESL-Program Intent "25"

Identified Need(s) from the Campus Improvement Plan:	Bilingual/LEP population PK-5th grade
Staff Position(s) funded by Program:	One Bilingual Kinder and Pre-K teacher, two 1st Bilingual teachers , one Bilingual Kinder, one teacher per 2nd-5th grade, and one bilingual aide
Implemented Strategies/Programs Funded:	SIOP model, district PLC meetings, Imagine Learning software
Materials/Supplies Purchased with Program Funds:	Spanish instructional resources, leveled readers
Impact of Strategies/Programs Funded:	Goal to be reached successful attainment of English language for ELL, in all TELPAS rated domains
Recommendation for Strategies/Programs Funded:	Increase consistency of Bilingual program for all students ensuring a solid foundation in native language

Program Evaluation for Pre-Kindergarten-Program Intents "32-35"

Identified Need(s) from the Campus Improvement Plan:	Resources for instructional needs of students, Professional development for staff focused on Early childhood development, parent education classes (FIC)
Staff Position(s) funded by Program:	Two aides, two teachers.
Implemented Strategies/Programs Funded:	Open House, Parent Education classes, Watch Dogs, PTO funds spent on teacher needs, student supplies
Materials/Supplies Purchased with Program Funds:	Student supplies teacher supplies, instructional materials
Impact of Strategies/Programs Funded:	Students are successful and well prepared for Kinder
Recommendation for Strategies/Programs Funded:	Discuss needs/concerns with Pre Kinder staff- feedback is always important with making decisions

Program Evaluation for Parent Involvement Opportunities

Identified Need(s) from the Campus Improvement Plan:	1).Parent education classes: study skills, at home learning 2).Continual growth with active PTO members 3). Calendar events at campus level that engage families
Staff Position(s) funded by Program:	Campus Student Success Specialist, Title I
Implemented Strategies/Programs Funded:	family nights, home visits, and Back Pack Buddies
Materials/Supplies Purchased with Program Funds:	Resources for parents, instructional games for students
Impact of Strategies/Programs Funded:	Increased parental involvement, higher academic success for students
Recommendation for Strategies/Programs Funded:	Constantly evaluate community needs to determine what changes are needed, review and reflect on parent surveys from last and current year

2017-2018 Program Evaluation for NCLB-Title I, Part A-Improving Basic Programs

Identified Need(s) from the Campus Improvement Plan:	At Risk students, students economically disadvantaged
Staff Position(s) funded by Program:	Campus Instructional Specialist
Implemented Strategies/Programs Funded:	PLCs with teachers, Lesson Planning with teams, small group materials/ resources for students, tutorials for 3rd-5th after school, daily tutorials for Kinder-5th grade students
Materials/Supplies Purchased with Program Funds:	STAAR question banks, STAAR resources, primary intervention needs, literacy needs for all grades, science lab resources
Impact of Strategies/Programs Funded:	Higher academic success for students
Recommendation for Strategies/Programs Funded:	Review STAAR data to make necessary changes increase time for vertical alignment/ C&I discussions

Campus: _____

School Year: _____

Date Completed: _____

Program Evaluation for School Safety

Identified Need(s)
from the Campus
Improvement Plan:

Staff Position(s)
funded by Program:

Implemented
Strategies/Programs
Funded:

Materials/Supplies
Purchased with
Program Funds:

Impact of
Strategies/Programs
Funded:

Recommendation for
Strategies/Programs
Funded: