

San Elizario Independent School District
Borrego Elementary School
2019-2020 Campus Improvement Plan



Board Approval Date: July 10, 2019

Mission Statement

We, the faculty and staff at Borrego Elementary, are committed to excellence. We strive to create a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

Vision

The faculty and staff at Alfonso Borrego Sr. Elementary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent, and contributing members of society;

Value Statement

At Borrego Elementary, where Character Counts! Where Rams are always Respectful, Responsible and Ready!

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Comprehensive Needs Assessment

Revised/Approved: July 10, 2019

Demographics

Demographics Summary

Alfonso Borrego Sr. Elementary Sr. Elementary is one of six campuses in the San Elizario Independent School District and was build in 2001. Alfonso Borrego Sr. Elementary currently serves a population of approximately 480 students in grades first through sixth. The student population is 99.58% Hispanic, greater that 91.86% economically disadvantaged, 84.55% at risk, and 70.56% are English Language Learners. The average daily attendance rate for students is 95.6%.

The total student population is 479. The breakdown by grade level is as follows:

Grade 1--83; Grade 2--85; Grade 3--61; Grade 4--86; Grade 5--81; Grade 6--83

The percentage of male students is 50.52%, and female students are 49.48%.

The ethnic makeup of the student population is 99.58% Hispanic, and 0.42% white.

Demographics Strengths

Our student population is homogeneous in nature and with that, the community we serve is also homogeneous. The strengths and needs of the greater community are similar for the majority of the residents. Our student attendance rate is high, and in turn ensures students receive the necessary instruction on a consistent and regular basis. With an average of 85 students per grade level, the campus is of manageable size.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 70.56% of Borrego students are Identified as English Language Learners. **Root Cause:** Students' first language is Spanish and in turn the challenge is to ensure our students are bi-literate and acquire the English Language with an early exit program.

Student Achievement

Student Achievement Summary

Borrego Elementary received the state accountability rating "Met Standard" for the 2017-2018 school year.

With the new accountability rating, Borrego's overall scaled score was an 86.

Alfonso Borrego Elementary Received Academic Achievement in the following:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science Postsecondary Readiness

To align with the Lone Star Governance for the 2018-2019 school year:

Student Outcome Goal 1:

Students in 3rd grade Mathematics through Algebra I performing at Masters Level on STAAR/EOC will increase from 19% to 38% by 2022

Borrego Elementary:

For the 2017-2018 school year, the campus-wide percentage of students that met the Masters Level for Mathematics was at 30%.

for the 2018-2019 school year, the campus-wide percentage of students that met the Masters Level for Mathematics was at **28%**.

Student Outcome Goal 2:

Students in 3rd grade Reading through English II performing at Masters Level on STAAR/EOC will increase from 10% to 30% by 2022.

Borrego Elementary:

For the 2017-2018 school year, the campus-wide percentage of students that met the Masters Level for Reading was at 17%.

For the 2018-2019 school year, the campus-wide percentage of students that met the Masters Level for Reading was at **18.75%**

Student Achievement Strengths

Borrego Elementary received the state accountability rating "MET STANDARD" for the 2017-2018 school year.

With the new accountability rating Borrego's overall scaled score was an **86**.

Alfonso Borrego Elementary Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science Postsecondary Readiness

We continue to make gains each year in Reading, Writing, Mathematics and Science STAAR scores:

STAAR Reading Scores

Grade	2017	2018	2019
3rd	75	87	81

4th	71	74	80
5th	76	86	92
6th	62	60	70
TOTAL	71	77	80

4th Grade STAAR Writing Scores

2017	73
2018	77
2019	70

STAAR Mathematics Scores

Grade	2017	2018	2019
3rd	81	90	85
4th	77	88	86
5th	86	98	97
6th	79	74	93
TOTAL	81	88	90

5th Grade STAAR Science Scores

2017 75

2018 88

2019 **88**

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In the area of Reading and Writing our STAAR passing rate continually falls below 80%. **Root Cause:** There is a lack of foundational skills in both areas and closing the gap is the challenge teachers face.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate at Alfonso Borrego Sr. Elementary strives to promote academic success and social-emotional well being of all its students and employees. At Borrego we aim to provide a safe and nurturing environment conducive to learning. Our teachers go above and beyond to ensure that they are meeting the needs of each and every student. Furthermore, teachers plan, collaborate, and are empowered to make a difference and achieve academic success for all students. As a faculty and staff we have three non-negotiables: Respect, Academic Rigor and the safety of our learning Community.

Our campus has implemented Positive Behavior and Intervention Supports, which foster good behavior with a focus on prevention rather than punishment. School-wide behavior and expectations are taught at the beginning of the year and then reinforced several times throughout the year. Students at Borrego Elementary aim to be Responsible, Respectful, and Safe!

The school is under the leadership of Mrs. Norma Ann Casillas and Assistant Principal Mrs. Veronica Brashear. Stakeholders at Alfonso Borrego Sr. Elementary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations, that will develop lifelong learners who are confident, committed and contributing members of society.

School Culture and Climate Strengths

Strengths

Student Recognitions

- Perfect Attendance, A and AB honor roll
- Accelerated Reader Awards
- Terrific Kids

PBIS-Incentives

- Monthly Celebrations
- End of the Year Field Day Celebration
- Golden Tickets
- Mentoring Program
- Fundraisers

STEM Curriculum School

Borrego Elementary is dedicated to providing students with an advanced curriculum in all content areas of the Science Technology Engineering Mathematics (STEM).

We offer our students:

- Maker Space
- Engineering Lab
- An Hour of Coding
- GT Genius Hour
- Robotics
- STEM Dolls is a curriculum that creates a learning environment to nourish and encourage girls to become great STEM candidates for college bound STEM careers.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Some students are placed in alternative placements such as ISS. **Root Cause:** PBIS does not work for all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Grade Levels & Years of Experience:

1st Grade:

2 Monolingual - 1 teacher - 3 years, 1 teacher - 24 years

3 Bilingual - 1 teacher - 7 years, 2 teachers - 25 years

2nd Grade:

2 Monolingual - 1 teacher - 2 years, 1 teacher - 13 years

3 Bilingual - 1 teacher - 9 years, 1 teacher - 10 years, 1 teacher - 21 years

3rd Grade:

1 Monolingual - 1 teacher - 5 years

2 Bilingual - 1 teacher - 1/2 year, 1 teacher - 5 years

4th Grade:

2 Monolingual - 1 teacher - 8 years, 1 teacher - 15 years

3 Bilingual - 1 teacher - 5 years, 1 teacher - 10 years, 1 teacher - 12 years

5th Grade:

2 Monolingual - 1 teacher - 5 years, 1 teacher - 19 years

2 Bilingual - 1 teacher - 19 years, 1 teacher - 21 years

6th Grade:

2 Monolingual - 1 teacher - 2 years, 1 teacher - 7 years

2 Bilingual - 1 teacher - 6 years, 1 teacher - 21 years

Special Education ASC Unit

2 teachers - 1 teacher - 6 years, 1 teacher - 15 years

Special Education

2 teachers - 1 teacher - 6 years, 1 teacher - 17 years

Physical Education

1 teacher - 2nd year as a PE coach but 22 years experience

Music

1 teacher - 1st year as a music teacher

Librarian

1 teacher - 20 years

Staff Quality, Recruitment, and Retention Strengths

1. Borrego's goal is for every new hire to be set up for success from the very first day of work. New teachers attend the district "New Teacher Orientation." We pair a new employee with a mentor and attend the "New Teacher Academy." Our new teachers learn the ropes from a veteran teacher with a wealth of resources. Mentors offer guidance and welcome them into the school culture. The Instructional Support Team facilitates transitioning by modeling or co-teaching.

2. We have clear communication pathways so our teachers always learn important information first hand. We meet weekly for Professional Learning Communities (PLC) to collaborate and plan with their grade-level colleagues. All grade levels also meet weekly with the Leadership Team to analyze and disaggregate data. We discuss strategies and ideas to build on strengths and address weaknesses in the classroom. We

have ongoing professional development and seek opportunities for teachers to grow professionally. These trainings are facilitated by Borrego's Instructional Specialist, District Instructional Officers, consultants outside the district, and administrators.

3. Our professional development enhances student learning and vertical alignment across all grade levels since the beginning of the school year. Teachers attended the "Blended Learning Mini-Conference" focusing on technology, and were trained in focused areas, such as Campus Expectations, Time and Treatment, Eduphoria Forethought, Student Learning Objectives (SLO), T-TESS Goal Setting, Writing District Initiative/GLAD Implementation, Ethics, Depth of Knowledge (DOK), Mastering Guided Math for 1st grade and Best Practices for TELPAS Domains (Listening, Speaking, Reading, Writing).

4. Borrego teachers are also trained in non-negotiables courses in different content areas, such as Reader's Workshop, Guided Reading, Empowering Writers, Sharon Wells Math Training for 2nd-5th grade and hands-on investigations such as Engineering Labs.

5. Instructional Rounds provide opportunities for all teachers to develop a community of learners. Teachers have an opportunity to observe and interact with their colleagues in a non-evaluative way and learn new strategies for their own classrooms.

6. Besides giving teachers the opportunity to grow professionally, they are also given tools to succeed. All classrooms are equipped with ActivePanels and each teacher has a laptop. Additional resources and materials are ordered at the beginning of the school year by teacher request.

7. Borrego Elementary builds loyalty, commitment, and trust among all their employees. We build and maintain relationships and always keep open lines of communication. We also foster a culture of collaboration and every staff member is willing to lend a helping hand.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We have a limited pool of applicants to our district. **Root Cause:** Driving distance is a determining factor for some applicants.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In the area of reading, we will continue with our 90-minute Reader's Workshop Model to include guided reading and Literacy Stations. We monitor our students through DRA/EDL and Running Records. This year we will monitor first and second through iStation (State Testing). Through our guided reading binders, all students are monitored in the area of reading and ensuring they are making gains in the five components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary Development and Comprehension. Reading and Writing go hand in hand so within our literacy stations we incorporate writing. We have a separate 60-minute writing block to include Empowering Writers and teachers work with students through the writing process.

This is the second year we are utilizing Sharon Wells Mathematics along with Kim Sutton instructional strategies. Our teachers in first grade implemented guided math strategies to ensure conceptual learning. Resources include Reflex Math for grades 1-5 and iXL for grade 6.

In the area of Science we utilize STEMScopes and Forde Ferrier. Students also visit the Science Lab/Engineering Connections for hands-on scientific inquiry.

GENERAL/COMPREHENSIVE NEEDS

Increase rigor, consistency and equity across all programs. Provide ongoing research-based professional development opportunities for staff. Provide structure for horizontal and vertical alignment of the curriculum.

INTERVENTION NEEDS

Address RTI needs for all students needing intervention. Reduce gaps in student performance among subgroups through the use of timely, research-based interventions. Provide consistent, rigorous measures which trigger timely and effective interventions for at-risk students.

Curriculum, Instruction, and Assessment Strengths

Professional Learning Communities have been strengthened by keeping the end in mind and deconstructing the TEKS. Data-driven instruction uses data from TPRI/Tejas LEE, DRA/EDL, Running Records, District Benchmarks and Unit Assessments in all core contents. Teachers engage in instructional rounds during the year to observe how they bring rigor, relevance and relationships to their lessons. Our focus on technology uses the 4 C's for 21st century learners (collaboration, communication, creation, and critical thinking).

STEM Curriculum

School Borrego Elementary is dedicated to providing students with an advanced curriculum in all content areas of the Science, Technology Engineering Mathematics (STEM). We offer our students Maker Space, Engineering Labs, An Hour of Coding, GT Genius Hour and Robotics. STEM Dolls is a curriculum is in the works to create a learning environment that will nurture and encourage girls to become great STEM candidates.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Borrego elementary continues to fall below 80% in Reading and Writing on the STAAR test. **Root Cause:** The TRS assessments are not written to the rigor of the STAAR in the areas of Reading and Writing.

Problem Statement 2: Reader's Workshop and its components are not aligned throughout the district. **Root Cause:** Teachers are not trained in the components of Reader's Workshop and it is not a curriculum expectation for all campuses.

Parent and Community Engagement

Parent and Community Engagement Summary

Alfonso Borrego Elementary strives to involve parents and the community in the education of all students. We believe that positive parental and community involvement experiences help to improve student success. We want to continue building upon our existing relationships with parents and the community in an effort to achieve our academic goals.

One area of critical importance at our campus is parental involvement, therefore it is important that we continue to increase the number of volunteers. Communication is another key area of importance. For this reason, we need to maintain up-to-date information with our parents regarding their phone numbers in order to have consistent communication and to be able to inform them of important events. Additionally, in working with our families and community, we must ensure a supportive stance even in difficult situations, such as finding solutions to attendance issues, providing assistance with educational and/or life needs they may be experiencing. One area of concern we would like to improve upon is participation for our evening events such as Literacy Book of the Month. We will continue to offer families opportunities to assist both during the instructional day and after hours.

Parent and Community Engagement Strengths

Borrego Elementary maintains consistent parent communication through monthly newsletters, marquee announcements, flyers, and the school website. Our front office staff provides an exceptional level of customer service; they are friendly and provide a welcoming atmosphere. Our staff is always willing to lend a helping hand. Our teachers communicate with parents via Class Dojo and that has been positive for our learning community. Our campus has an open door policy, and parents feel free to come to the office for help.

Borrego Elementary offers monthly Literacy sessions through Book of the Month parent engagement classes. Counselors, teachers, and parent volunteers create opportunities for families to bond. Events such as the Fathers/Daughter Dance and Mother/Son Dance promote positive family relationships. Borrego also promotes critical thinking through hands-on experiences during events such as STEM Night, STEM Expo and GT Family Nights. We celebrate our students for their achievements every nine weeks for A/AB Honor Roll, Perfect attendance, Super Readers and the Kiwanis recognize our Terrific kids on a monthly basis.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not all parents/guardians are involved in their student's academic, social, and emotional well-being. **Root Cause:** Parents do enlist as volunteers, but often show up for big events only.

School Context and Organization

School Context and Organization Summary

Our campus fosters a culture of high expectations for all. Campus decisions are focused on student achievement and are established in collaboration with our faculty, staff, and community members. Campus decisions are also data driven. State and local assessment data include district benchmarks, running records, and weekly common assessments are shared during Data/ PLC meetings where instructional decision are then made to support student growth.

School Context and Organization Strengths

We have strong instructional leadership involving our principal, assistant principal and instructional specialist. Borrego has high expectations, a positive school climate, and an instructional focus. Our teachers are empowered to provide and improve the quality of education. They work as members of a team and collaborate within their own grade level and across grade levels. We are committed to two-way communication so we can experience professional growth. Our teachers and instructional leaders plan together to address the outcomes, goals and expectations for each classroom. Involving stakeholders ensures that everyone has input as to the decisions for campus initiatives and instructional priorities.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students continue to be identified through RTI and are at risk of failing. **Root Cause:** Our Tier I and II interventions are not effective enough.

Problem Statement 2: Students continue to fall behind in reading levels as per RTI documentation. **Root Cause:** Students entering campus at first grade are below reading levels and lacking foundational skills - A reading intervention teacher would help close the gaps for these struggling students.

Technology

Technology Summary

Alfonso Borrego Elementary School is equipped with wireless computers and ActivePanels in every classroom. Students are provided with educational opportunities through the use of updated technological equipment as well as highly trained instructors who incorporate this equipment into their lessons. The ActivePanels allow teachers to quickly access information for lesson presentations and to assess student learning. Teachers are able to quickly assess students' understanding in a risk-free environment through the use of an alternative response format.

Every student has access to a device: First grade students use iPads and grades 2-6 utilize chromebooks for instruction and other strategies using various resources including the TEKS Resource System, Reflex Math, Accelerated Reading, IXL, and iStation.

Technology Strengths

Borrego's technology-rich environment helps prepare our students for the 21st Century. Active Panels provide innovative ways to present curriculum. Students take ownership of their learning. Every student from 1st-6th grade has their own device whether it be an iPad or chromebook. Students log in, and in an instant they are connected to various resources and apps on their devices. Online resources such as RazKids and Reflex Math, for example, provide us with immediate feedback for students and work-specific skills which we target during our intervention block.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all students have access to a computer or internet at home. **Root Cause:** Many families are considered economically disadvantaged and students can't sustain the learning outside the classroom through technology.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: May 31, 2019

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: Provide high quality professional development to faculty, instructional specialists, and staff that will increase instructional effectiveness and student academic achievement.

Evaluation Data Source(s) 1: T-TESS Walkthroughs, Formal Observations, Summative Evaluations, STAAR Results in Grades 3-6, DRA/EDL/Running Records, TELPAS Results, documentation of 10% increase in completed professional development offerings from previous school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Nov	Jan	Mar

<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>1) Professional Development: New Teacher Orientation Sharon Wells: Grades 2-5</p> <p>Regions 19: Empowering Writer's for new teachers</p> <p>iStation</p> <p>Gifted & Talented: Online through Responsive Learning Mental Health Border Conference</p> <p>PBIS Conference</p> <p>EduHero subscription renewal</p> <p>Effective Border School Conference</p> <p>Leadership Conference</p> <p>TASA/Texas Association of School Administrators Jan. 26-29, 2020 Conference</p> <p>Counselors Annual Membership to attend the El Paso Directors of Guidance Meetings</p>	2.4, 2.5	<p>Campus Administrators</p> <p>Campus Instructional Specialist</p> <p>Director Curriculum & Instruction</p>	<p>All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. Evidence based through: Walk-throughs; lesson plans; T-TESS, student data.</p>				
<p>Funding Sources: 199: General, Basic - 5825.00, 199: General, Special Education - 1400.00, 211: Title I, Part A Improving Basic Programs - 500.00</p>							
<p align="center">TEA Priorities</p> <p align="center">Recruit, support, retain teachers and principals</p> <p>2) Campus Instructional Specialist will work with teachers to support student learning through Professional Learning Communities, Modeling Lessons utilizing best practices while implementing district initiatives in all content areas.</p> <p>(1 FTE) (Daily)</p>	2.5, 2.6	<p>Campus Administration</p>	<p>Improvements in teaching and learning.</p>				
<p>Funding Sources: 211: Title I, Part A Improving Basic Programs - 0.00</p>							

<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>3) Weekly 90-minute Professional Learning Communities are provided for all grade levels to plan lesson and/or review data. (Weekly)</p>	2.4, 2.5	Campus Administration	Teachers work in teams, engaging in an ongoing cycle of questions and discuss data that drives instructions; which ultimately improves student achievement.				
		Instructional Coach					
Classroom Teachers							
District Instructional Officers							

Funding Sources: 199: General, Basic - 7450.00

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.



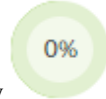

Performance Objective 1: For the 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for Reading will increase from 76% to 86%, the percentage at the "meets" level will increase from 40% to 50% and the percentage of passing at the "masters" level will increase from 16% to 26% meeting the student achievement domain overall score for reading from 43.8 (Scale Score or 72) to 54 (Scale Score of 82). EL's will meet the growth measure by at least one level in the Academic Growth Domain.

Evaluation Data Source(s) 1: 2019-2020 STAAR Grades 3-6 Reading Results: All Students, Special Education Population

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math 1) Apply Reader's Workshop Model and or Daily 5 Model approach to include: Read-a-Loud; shared reading, authentic literacy activities, literature circles, and genre studies. Aligned to the TEKS through the use of the following: (Daily)</p> <p>Valley Speech iStation Opal Booz & Associates Curriculum Associates Teacher Created Materials Wilson Language Scholastic Education Lakeshore Learning Materials Mentoring Minds Warehouse/Basic Instructional Supplies</p>	2.4, 2.4, 2.5, 2.6	<p>Campus Administration</p> <p>Instructional Coach</p> <p>Classroom Teachers</p>	<p>All students will meet their DRA/EDL reading goal and be successful in all five components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary Development and Comprehension. In addition, for grades 3-6 our goal is for all students to show a years growth in the area of STAAR and to ultimately pass at the master grade level.</p>				
<p>Funding Sources: 199: General, Basic - 27405.00, 211: Title I, Part A Improving Basic Programs - 26429.00, 289: Title IV, Part A Subpart 1 - 3000.00, 199: General, State Compensatory Education - 12291.25</p>							





<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>2) Maintain and update library resources such as:</p> <p>Renaissance Learning Accelerated Reader (AR)</p> <p>Books, videos, e-books, audio books sets, and Library books; necessary supplies and materials</p>	2.4, 2.5, 2.6	Campus Librarian	To promote and support reading among students, parents, faculty, and staff. To support classroom reading curriculum and goals. 5% Increase use of AR and increase student success on AR assessments.				
<p>Funding Sources: 199: General, Basic - 650.00, 289:Title IV, Part A Subpart 1 - 14725.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 2: For the 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for Writing will increase from 73% to 83%, the percentage at the "meets" level will increase from 41% to 50% and the percentage of passing at the "masters" level will increase from 16% to 26% meeting the student achievement domain overall score for Writing from 43 (Scale Score 72) to 53 (Scale Score of 80). EL's will meet the growth measure by at least one level in the Academic Growth Domain

Evaluation Data Source(s) 2: 2019-2020 STAAR Grade 4 Writing Results: All Students

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Empowering Writers and Writer's Workshop model for grades 1-6 to ensure students develop writing strategies, utilizing graphic organizers (Diamond and Pillar) and State Rubrics; to ensure success in the writing process: (Daily)</p> <p>Resources: Forde Ferrier Empowering Writers Curriculum Associates Mentoring Minds</p> <p>(Daily)</p>	2.5, 2.6	<p>Campus Administration</p> <p>Instructional Specialist</p> <p>Classroom Teachers</p>	All students will utilize the writing process and will demonstrate their abilities by applying their skills to an "on-demand" writing prompt. Analyze their drafts by reading and narrowing the focus of their story. Increase 5% on STAAR writing.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							





Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 3: For the 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for Mathematics will increase from 88% to 90%, the percentage at the "meets" level will increase from 60% to 65% and the percentage of passing at the "masters" level will increase from 28% to 40% meeting the student achievement domain overall score for Mathematics from 59 (Scale Score 89) to 65 (Scale Score of 91). EL's will meet the growth measure by at least one level in the Academic Growth Domain.

Evaluation Data Source(s) 3: 2019-2020 STAAR Grades 3-6 Mathematics Results: All Students

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math 1) Year 3 of implementation of Sharon Wells Math for grades 2-5. 6th grade will follow scope and sequence utilizing Target math. 1st grade will continue with Guided Math Math (Daily)</p> <p>Resources: Reflex Math/Explore Learning Grades 2-6 iStation Math Grade 1 Houghton Mifflin Harcourt Textbook Adoption/McGraw Hill Mentoring Minds IXL 6th grade STAAR Master ETA Hand2mind / Guided Math Bundle grade 1 Math manipulatives</p>	2.4, 2.4, 2.5, 2.6	<p>Campus Administration</p> <p>Instructional Coach</p> <p>Classroom Teachers</p> <p>District Instructional Officers</p>	All students will focus on the use of hands-on materials in a problem-solving format to teach content knowledge, algebraic reasoning, strategies, data analysis, basic facts and systematic concept lessons. for grades 3-6 our goal is for all students to show a years growth in the area of STAAR and to ultimately pass at the masters grade level.				
<p>Funding Sources: 211: Title I, Part A Improving Basic Programs - 15000.00, 199: General, State Compensatory Education - 1595.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 4: For the 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for Science will increase from 86% to 90%, the percentage at the "meets" level will increase from 47% to 50% and the percentage of passing at the "masters" level will increase from 13% to 23% meeting the student achievement domain overall score for Science from 48.5 (Scale Score 76) to 54 (Scale Score of 82). EL's will meet the growth measure by at least one level in the Academic Growth Domain.

Evaluation Data Source(s) 4: 2019-2020 STAAR Grade 5 Science Results: All Students

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math 1) STEMScopes will be utilized in the area of science to include vocabulary development and the scientific process; science content folders; weekly science labs to address students expectations. (Daily)</p>	2.4, 2.5, 2.6	Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers	All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. Increase participation on end of the year STEM Expo.				
Replenish varying materials for STEM science labs.	Funding Sources: 199: General, State Compensatory Education - 62000.00						
<p>TEA Priorities Build a foundation of reading and math 2) Math/Science instructional aide is on staff to support teachers in instructional efforts in those content areas. (1 FTE) (Daily)</p>	2.4, 2.5, 2.6	Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers	All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. Increased performance on STAAR in math and Science; student success in unit assessments in math and science and reports cards.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 0.00							





Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 5: 2019-2020 STAAR performance for Special Populations to include English Language Learners (EL), Gifted and Talented (GT), students receiving Special Education Services (SPED); EL's will improve one proficiency level in 2018-2019. The TELPAS Composite Score will increase from ___% to ___%. (Information pending TELPAS results)

Evaluation Data Source(s) 5: 2019-2020 STAAR Results, Grades 3-6; 2018-2019 TELPAS Results, Grades 1-6

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math 1) Provide EL population with support through the implementation of GLAD (Guided Language Acquisition Design) and ELPS by trained teachers.</p> <p>Esperanza Phonics program to support readers workshop in bilingual classrooms grades 1-2.</p> <p>Identification and placement of students with state-approved tests and LPAC.</p>	2.6	<p>Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers</p>	<p>EL students will develop sophisticated vocabulary knowledge including strong academic language. They will participate in structured, academic talk using appropriate academic language. They will develop speaking, listening and reasoning skills and deepen their understanding in all content areas. We will show a 5% increase in our TELPAS composite score.</p>				
<p>Funding Sources: 263: Title III, Part A English Language Acq. - 7309.00</p>							

<p>2) Differentiate instruction and offer opportunities for students to collaborate, communicate, and create through critical thinking activities (GT Genius Hour).</p> <p>Provide the GT population with the opportunity to participate in regional competitions and field trips. (TEAM Quest) via Adventures in Learning; (Semester)</p> <p>Provide the GT population with after school options to include GT Family Nights;</p> <p>Purchase GT testing materials and scoring services for GT nominated students;</p> <p>Purchase supplemental GT materials and other resources.</p>	<p>2.5, 2.5</p>	<p>Campus Administration Instructional Specialist Classroom Teachers GT Coordinator Librarian Campus Computer Teacher District Instructional Officers</p>	<p>Differentiated instruction for GT students: Evidence through STAAR scores Common assessments District Benchmarks Report Cards GT testing results</p>				
<p>Funding Sources: 199: General, Gifted & Talented - 7340.00</p>							
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>3) All students who are at risk of failing will be provided with remediation and instructional materials during after-school tutoring sessions and Saturday School. Instruction will target areas of need as determined by data analysis.</p> <p>Special Education students will be provided accommodations/modifications as per their individual education plans.</p> <p>School Specialty</p>	<p>2.5, 2.6, 2.6</p>	<p>Campus Administration Instructional Specialist Classroom Teachers Special Education Teachers District Instructional Officers</p>	<p>Targeted intervention will show student grown through progress monitoring documentation.</p>				
<p>Funding Sources: 199: General, Special Education - 3967.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.








Performance Objective 6: Parents will be provided opportunities to participate in classes and training to increase partnership in the educational environment, as measured by a 10% increase in documentation of number of parents attending such offerings in the 2019-2020 school year as compared to the 2018-2019 school year.

Evaluation Data Source(s) 6: Documentation of Parental Participation, All Available Opportunities

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Increase parental involvement by recognizing student achievements through: Monthly Newsletter Campus and District Website Terrific Kid Assemblies Nine Week Awards Assemblies to include A and A/B honor roll, perfect attendance, and Super Reader End of Year Assemblies Terrific Kids / Monthly 9 Week Assemblies EOY Assembly EOY 6th grade farewell banquet/Dance (Monthly)	3.2	Campus Administration Campus Counselors Classroom Teachers	Increase student academic motivation and personal self-esteem. Increase shown through sign in sheets and parent surveys.				
Funding Sources: 199: General, Basic - 3000.00							

<p>2) Provide activities that promote parental involvement in student academic success while showcasing GT Students / Music Classes / STEM initiatives and other academic initiatives such as:</p> <p>Grandparent's Day Book of the Month activities to build Literacy Skills 6 Teacher-led academic workshops to address specific grade level academic needs. STEM Night GT Family Nights Annual Region 19 Parent Conference HBPRO SOUND (Monthly)</p> <p>Provide activities that foster and promote healthy self-esteem and family relationships such as:</p> <p>Talent show Holiday Extravaganza Mother's Day Program Father - Daughter and Mother-Son Dances Parent Information Session to include Positive Parenting, Anger Management, Dealing with Depression, Text Prep Tips for Parents, Healthy Family Relationships, College Readiness</p>	3.2	Campus Librarian Campus Counselor Grade Level Teams Campus Administration	Home-school connection to help parents be involved in student academic success through literacy workshops and other academic avenues. Increase library use by parents/students through AR reports. To foster healthy family relationships and healthy social emotional development in our students.				
<p>Funding Sources: 199: General, Basic - 1500.00, 211: Title I, Part A Improving Basic Programs - 2200.00</p>							
<p>3) ALL campus teachers will utilize Class Dojo to communicate with all parents and the use of an agenda book for all grade levels. (Daily)</p> <p>Increase participation through parent portal</p>	2.6, 3.2	Campus Administrators Classroom Teachers Parent Engagement Representative	Increase communication with parents on student progress and campus functions. Agendas will be utilize to build student responsibility for homework assignments and home/school communication.				





<p>4) Involve parents in the development/revision of district policy and parent compact through annual meetings; inform parents of their child's participation in Title I Part A program requirements and their right to be involved.</p>	<p>3.1</p>	<p>Principal Parent Engagement Representative State and Federal Programs Coordinator</p>	<p>Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement.</p>				
<p>Title I meeting (Aug/Sept) 21st Annual Regional Conference @ Region 19 (Oct/Nov) District/campus policy revision meeting (Sept) Parent Compact Review/ Revision meeting (May) Fall and Spring Parent Teacher Conferences</p>	<p>Funding Sources: 199: General, Basic - 2500.00, 211: Title I, Part A Improving Basic Programs - 300.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Source(s) 1: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs; Usage reports of technology applications.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Nov	Jan	Mar
<p>1) We will purchase additional technology to keep up with the demands of state testing and our intervention programs for math and reading. This will also allow us to ensure that all equipment is current and maintained for teachers and student use. Borrego Elementary will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology. (Monthly)</p> <p>CDW-G DELL Apple Education store</p>	2.4, 2.5, 2.6	Campus Administration Campus Computer Teacher Campus Instructional Specialist Classroom Teachers District Instructional Officers	Improved overall student performance as indicated on the final report card, increase student success on the STAAR and TELPAS state assessments				
<p>Funding Sources: 211: Title I, Part A Improving Basic Programs - 32600.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will be involved in a variety of activities that promote STEM College and Career Readiness.

Evaluation Data Source(s) 2: Increase STEM College and Career Readiness opportunities to include all grade levels

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>TEA Priorities Connect high school to career and college 1) The Counseling & Guidance program will include: Various college readiness and career awareness activities among all students such as career day and college week. Out-of-school opportunities (field trips) to enhance student learning to include/ Red Ribbon Week / College Readiness field trip for 6th grade such as MedAdventure for your Future at Texas Tech University and Young Achievers at UTEP. (Monthly)</p>	2.5, 2.6	Campus Administrators Campus Counselor Classroom Teachers	Promote and increase awareness among students of post-secondary opportunities with course work requirements and financial aid options. Students will share experiences through lesson plans and collaboration				
<p>Funding Sources: 199: General, Basic - 3500.00</p>							





<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>2) Continue to develop a model eSTEM campus focusing on STEM activities for grades 1-6 to include:</p> <p>Maker Space Grade 1-6 Genius Hour (GT Students Grades 1-6) Engineering Labs Grades 1-4 Robotics Grades 5-6 STEM Dolls Grade 5-6 STEM Expo Grades 1-6</p> <p>New Goal : 5th and 6th Grade - Develop a 21st Century Skills Classroom that focuses on core content, learning and innovation skills, information media and technology skills, and life and career skills and project based learning.</p> <p>School Specialty-learning Scientific</p>	<p>2.5, 2.6</p>	<p>Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers</p>	<p>All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. Increase participation in STEM related activities.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: Provide activities that promote and reinforce our campus core values of respect, responsibility, and safety with a decrease of 10% in over all discipline referrals from the 2018-2019 school year.

Evaluation Data Source(s) 1: Comparison of number of discipline referrals from the 2018-2019 school year to the 2019-2020 school year as well as attendance reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Maintain and monitor Positive Behavior Intervention and Support (PBIS) initiative. Train faculty and staff, implement activities that support positive behavior such as our PBIS 30 days without CVV's (Core Value Violations) free dress and our quarterly PBIS celebrations. Vendor: SWANK	2.5, 2.6	Campus Administrators Campus Counselor Classroom Teachers	Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: Provide activities that target leadership and healthy social-emotional development for students.

Evaluation Data Source(s) 2: Record of activities relevant to objective.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
<p>1) Implementation of Campus Core Values traits which will be emphasized in daily lessons, discipline referrals (Core Values Violations), reflection forms, and CIA referrals (Caught in Action) (daily) and Counseling Guidance lessons;</p> <p>Safety of the learning community / RGC Technologies (Radios);</p> <p>Safety of the Learning Community for teachers, students and parents; use of Emergency Operation Plan. (Daily)</p>	2.5, 2.6	Campus Counselor Assistant Principal Classroom Teachers Campus Faculty	<p>Create a safe environment that is conducive to academic success. Decrease of CVV/Discipline Referrals</p> <p>Increase student motivation and positive behavior</p>				
<p>2) Counselor classroom presentations will address safety, bully prevention, testing anxiety, healthy self-image, diversity and acceptance, dating violence, positive choices/ consequences, and behavior.</p> <p>Use of Random Acts of Kindness curriculum, reading materials, and supplemental material. (monthly)</p> <p>Kindness matters (2nd semester) Recognize student achievement and improvement.</p>	2.5, 2.6	Campus Counselor	<p>To promote healthy social and emotional development in our students, teachers, and staff. Decrease of CVV/Discipline Referrals</p> <p>Increase student motivation and positive behavior</p>				

<p>3) Selected faculty and staff will attend training and conferences as part of the PBIS initiative, PESI (Ethics in Counseling), Restorative Discipline Practices, TCA conferences and other professional development organizations.</p> <p>Circle-Up Positive & Restorative Practices for Relationship Building & Conflict Resolutions to support PBIS / Region 19</p>	2.5, 2.6	<p>Campus Administrators Campus Counselor Classroom Teachers Select Faculty and staff</p>	<p>Keep abreast of the latest research base practices to better support student's social emotional well being and academic success.</p> <p>Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior</p>				
<p>4) Collaborate with partners in education such as the Alliance League of El Paso and other community entities to provide student in economic hardship with different services that will help them be successful in school.</p>	2.5, 2.6	<p>Campus Counselor Select Faculty and Staff</p>	<p>To decrease stressors due to economic hardship or extenuating circumstances in order increase student academic success.</p>				
<p>5) Counselor will provide individual, small group counseling, and restorative circle groups.</p> <p>The use of counseling resources and materials will be utilized to meet student needs in a developmentally appropriate manner.</p>	2.5, 2.6	<p>Campus Administrators Campus Counselor Classroom Teachers</p>	<p>To support students academic success by decreasing social, emotional, academic and behavioral issues that may be affecting school performance, personal relationships at school and home.</p> <p>Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Nakay	Campus Instructional Specialist	Title I, Part A	1
Rebecca Barrientos	Aide-Classroom Math & Science	Title I, Part A	1

Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Claudia Gonzalez	
Instructional Leader	Claudia Nakay	
Classroom Teacher	Denise Mendoza	
Classroom Teacher	Eduardo Sierra	
Classroom Teacher	Jessica Munoz	
Classroom Teacher	Lorena Mendoza	
Classroom Teacher	Lourdes De Leon	
Classroom Teacher	Miguel Mendez	
Administrator	Norma Casillas	
Classroom Teacher	Sylvia Bautista	
Classroom Teacher	Valerie Huizar	
Administrator	Veronica Brashear	
Parent	Cristina Garcia	
Parent	Carmen Jordan	

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Guest Teacher Account for PD	199.11.6112.00.104.11	\$1,125.00
1	1	1	Region 19 PD Account	199.13.6239.00.104.99	\$1,500.00
1	1	1	EduHero Subscription / Online PD	199.13.6299.00.104.99	\$600.00
1	1	1	Test Hound Subscription Renewal / STAAR Testing	199.13.6299.00.104.99	\$700.00
1	1	1	Counselor PD	199.31.6239.00.104.99	\$300.00
1	1	1	Annual Membership for Counselors to attend the El Paso Directors of Guidance Meetings	199.31.6239.00.104.99	\$100.00
1	1	1	TASA Leadership Conference / Austin, TX.	199.23.6411.11.104.99	\$1,500.00
1	1	3	Professional Development / PLC Meetings / PD	199.13.6499.00.104.99	\$1,700.00
1	1	3	Office Supplies / Front Office Staff and Admin.	199.23.6399.00.104.99	\$1,500.00
1	1	3	Toner / Office Staff Printers	199.23.6399.53.104.99	\$2,000.00
1	1	3	Coffee Break / Positive Promotions	199.23.6499.00.104.99	\$750.00
1	1	3	Technology Equipment / Office	199.23.6395.00.104.99	\$1,500.00
2	1	1	General Supplies to support instruction	199.11.6399.00.104.11	\$27,405.00
2	1	2	Badges / ID for Library	199.12.6399.00.104.99	\$200.00
2	1	2	Toner Allotment / Library	199.12.6399.53.104.99	\$450.00
2	6	1	Student Recognition / A/ AB Honor Roll - Perfect Attendance / AR.....	199.11.6499.01.104.11	\$3,000.00
2	6	2	Father Daughter Dance / Mother Son Dance Catering	199.31.6499.00.104.99	\$1,500.00
2	6	4	Parent Teacher Conferences / Fall & Spring	199.11.6499.00.101.11	\$2,500.00
3	2	1	Buses for field trips / Instructional	199.11.6494.00.104.11	\$2,800.00
3	2	1	General Supplies / Counselor	199.31.6399.00.104.99	\$700.00
Sub-Total					\$51,830.00
199: General, Gifted & Talented					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2	GT Testing Materials	199.11.6339.00.104.21	\$1,300.00
2	5	2	GT General Supplies	199.11.6399.00.104.21	\$2,340.00
2	5	2	GT Extra Duty Pay for GT Family Night	199.11.6117.01.104.21	\$400.00
2	5	2	Team Quest Fees/Travel	199.11.6412.00.104.21	\$1,700.00
2	5	2	GT Field Trip	199.11.6499.00.104.21	\$600.00
2	5	2	Catering for GT Family Night	199.11.6499.00.104.21	\$250.00
2	5	2	Online Course / Core and Update / Misc Operating Expenses	199.13.6299.00.104.21	\$750.00
Sub-Total					\$7,340.00
199: General, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education / Guest Teacher Account	199.11.6112.40.104.23	\$600.00
1	1	1	Special Education Region 19 Account	199.13.6239.00.104.23	\$800.00
2	5	3	General Supplies Special Education	199.11.6399.00.104.23	\$3,267.00
2	5	3	Special Education / Toner	199.11.6399.54.104.11	\$700.00
Sub-Total					\$5,367.00
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	iStation	199.11.6396.10.104.30	\$12,291.25
2	3	1	Software Site License / IXL Math for 6th Grade	199.11.6396.10.104.30	\$1,595.00
2	4	1	Mentoring Minds / Curriculum & Associates / Forde Ferrier for all content areas	199.11.6399.15.104.30	\$62,000.00
Sub-Total					\$75,886.25
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region 19 for Administration	211.23.6239.00.104.30	\$500.00
1	1	2	Instructional Specialist - 1 FTE	211.13.6119.00.104.30	\$0.00
2	1	1	General Supplies	211.11.6399.00.104.30	\$26,429.00

2	3	1	Sharon Wells / Misc Contracted Services	211.13.6299.00.104.30	\$15,000.00
2	4	2	Math/Science Instructional Aide - 1 FTE	211.11.6129.00.104.30	\$0.00
2	6	2	Reading Materials for Parent Literacy Meetings	211.61.6329.01.104.30	\$1,100.00
2	6	2	General Supplies / Parents	211.61.6399.01.104.30	\$700.00
2	6	2	Misc Operating Expenses / Parents	211.61.6499.01.104.30	\$400.00
2	6	4	Region 19 Parent Conference	211.61.3239.01.104.30	\$300.00
3	1	1	Technology Equipment / Chrome Books	211.11.6395.00.104.30	\$32,600.00
Sub-Total					\$77,029.00
263: Title III, Part A English Language Acq.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Valley Speech / Esperanza Grades 1 & 2 Bilingual Classes	263.11.6399.00.104.25	\$7,309.00
Sub-Total					\$7,309.00
289: Title IV, Part A Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	General Supplies	289.11.6399.00.104.30	\$3,000.00
2	1	2	Reading Materials / Library	289.12.6329.00.104.30	\$14,725.00
Sub-Total					\$17,725.00
Grand Total					\$242,486.25