

Bastrop Independent School District
Bluebonnet Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Bluebonnet's mission is to provide a well-rounded education, promote positive social values, and establish a safe and caring environment; where parents and community are partners.

Vision

Bluebonnet Elementary will be an inviting and compassionate school community united with families, in our dedication to children through a commitment of innovative instruction and fostering a desire to learn.

School Motto

A Professional Learning Community with a Big Heart!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

SCHOOL YEAR	2016-2017	2017 - 2018
Total Students-	823	
African American	3%	
Asian	<1%	
Hispanic	71%	
Two or more Races	2%	
White	23%	
American Indian/Alaskan	<1%	
Economically Disadvantage	72%	
English Language Learners	32%	
Bilingual	27%	
Gifted & Talented	2%	
At Risk	???	
Special Education	8%	

Overall enrollment has changed over the last 3 years. A significant percent of our population continues to be economically disadvantaged and at-risk. who have displayed an educational need. Teachers examine classroom data and report to the RTI lead in monthly meetings where interventions are determined and monitored. Our attendance rate for the 2016-2017 school year was 95.72% This is a slight increase from the previous school year. Incentives are in place for classrooms who have 8 days of 100% attendance. Automated letters are produced by the attendance clerk when absences become excessive. An administrator also makes personal phone calls to determine how the school can assist in improving the attendance of students with chronic absenteeism. Saturday school is implemented in the second semester to allow students to recoup lost class time due to absences. ELL students are supported both in our bilingual and monolingual classrooms. Bilingual classrooms follow an additive model where there home language is preserved and enhanced while introducing the second language, English. Bridging is an instructional strategy which uses contrastive analysis to transition students from the language of instruction to the target language. All classrooms utilize sheltered instruction strategies to ensure comprehensible content for all students.

Demographics Strengths

- Attendance rate of 95.72%
- Student to Teacher ratio 19
- Student mobility rate is 17.5% which is below the districts average of 19.6%
- Retention rate for 16-17 school year was less than 1% of the student population.
- Bluebonnet has experienced very little teacher turnover in the last couple of years creating a climate of continual growth and development for our teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Bluebonnet's at-risk population has varied the last few years.

Problem Statement 2: Bluebonnet's retention rates increased by 1%.

Student Achievement

Student Achievement Summary

The following table displays our satisfactory rates on the 2016-17 English administration of STAAR.

	3rd Reading	3rd Math	4th Reading	4th Math	4th Writing
All	70%	75%	65%	73%	58%
Hispanic	67%	73%	58%	72%	50%
White	84%	84%	84%	82%	81%
Economically Disadvantaged	62%	70%	55%	66%	46%
LEP	38%	56%	50%	68%	47%
Bilingual	19%	100%	15%	42%	25%
Special Education	50%	45%	10%	20%	0%
At-Risk	67%	68%	67%	74%	43%

- Index 1-Student Achievement Score-65(Target 60)
- Index 2-Student Progress Score 37(Target 32)
- Index 3-Closing Performance Gaps 36 (Target 28)
- Index 4-Post Secondary Readiness 36(Target 12)

STAAR Passing Percentages By Grade Level & Subject

3rd Grade Reading-81%(State: 74%)

3rd Grade Math-84%(State: 76%)

4th Grade Reading-66%(State: 77%)

4th Grade Math-71%(State: 74%)

4th Grade Writing-60%(State: 69%)

ENGLISH TESTING

GRADE LEVEL	APPROACHES GL	MEETS GL	MASTERS GL
3 RD READING	70.59%	40.34%	30.25%

3 RD MATH	75.37%	53.73%	32.84%
4 TH READING	65.36%	39.87%	20.92%
4 TH MATH	73.29%	44.1%	25.47
4 TH WRITING	57.89%	22.37%	3.95%

SPANISH TESTING

GRADE LEVEL	APPROACHES GL	MEETS GL	MASTERS GL
3 RD READING	18.75%	18.75%	18.75%
3 RD MATH	100%	0%	0%
4 TH READING	15%	10%	5%
4 TH MATH	41.67%	16.67%	8.33%
4 TH WRITING	25%	15%	0%

TELPAS RATINGS

Kinder LISTENING: Beg: 83%; Int: 17%; Adv: 0%; AH: 0%

(48) SPEAKING: Beg: 83%; Int: 17%; Adv: 0%; AH: 0%

READING: Beg: 96%; Int: 4%; Adv: 0%; AH: 0%

WRITING: Beg: 96%; Int: 4%; Adv: 0%; AH: 0%

1st Gr. LISTENING: Beg: 48%; Int: 21%; Adv: 15%; AH: 17%

(48) SPEAKING: Beg: 52%; Int: 23%; Adv: 8%; AH: 17%

READING: Beg: 69%; Int: 10%; Adv: 13%; AH: 8%

WRITING: Beg: 67%; Int: 19%; Adv: 6%; AH: 8%

2nd Gr. LISTENING: Beg: 6%; Int: 24%; Adv: 38%; AH: 32%

(50) SPEAKING: Beg: 18%; Int: 22%; Adv: 44%; AH: 16%

READING: Beg: 22%; Int: 38%; Adv: 24%; AH: 16%

WRITING: Beg: 27%; Int: 38%; Adv: 19%; AH: 17%

3rd Gr. LISTENING: Beg: 2%; Int: 10%; Adv: 24%; AH: 64%

(50) SPEAKING: Beg: 4%; Int: 18%; Adv: 36%; AH: 42%

READING: Beg: 30%; Int: 28%; Adv: 24%; AH: 18%

WRITING: Beg: 12%; Int: 34%; Adv: 22%; AH: 32%

4th Gr. LISTENING: Beg: 5%; Int: 2%; Adv: 16%; AH: 77%

(56) SPEAKING: Beg: 5%; Int: 7%; Adv: 21%; AH: 66%

READING: Beg: 13%; Int: 54%; Adv: 25%; AH: 9%

WRITING: Beg: 9%; Int: 16%; Adv: 34%; AH: 41%

BAS READING INVENTORY DATA

BAS	At/Above Level	Approaching/Below Level
Kinder	78%	22%
First	56%	44%
Second	62%	38%
Third	60%	40%
Fourth	65%	35%

94% of PK students performed at or above level on the CIRCLE assessment.

Student Achievement Strengths

- Satisfactory levels of STAAR performance were achieved in most sub populations.
- Student achievement is fairly consistent across subpopulations with the exception of special education and LEP students.
- Advanced rates remained steady with an increase of 1% from the previous year.
- Passing rates remained consistent from the previous year despite the increase in the passing standards.
- PK students show mastery of foundational skills for future learning.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: At Bluebonnet Elementary, not all sub populations meet minimum performance standards.

Problem Statement 2: Bluebonnet's reading and math STAAR percentages decreased from 2016-2017 STAAR percentages.

Problem Statement 3: STAAR Math scores are higher than STAAR Reading scores in 3rd and 4th grade.

Problem Statement 4: According to Bluebonnet's BAS data students struggle with independent reading and instructional reading.

School Culture and Climate

School Culture and Climate Summary

Bluebonnet Elementary is the BEST in Bastrop ISD. We provide a safe and positive learning environment in which children are able to learn and grow in all areas. All teachers follow the explicit campus PBIS expectations throughout the school for all common areas. Teachers hold high behavior expectations for all students and have easy access to the Campus Behavior Coordinator when students are in the need of additional behavior support. Behavior RtI is strongly in place, along with a full-time campus behavior coach to support the needs of our more challenging students. Guidance lessons are consistently taught by our counselor and nurse to assist students and teachers with behavior and safety expectations. Crisis management plans are in place and monitored closely through monthly drills and assessments. Campus security needs are addressed immediately by the Districts Police Department.

According to the BES Parent Climate Survey, 98% of parents feel welcome when visiting BES. 88% of parents believe BES has created a positive learning environment for their child. More than 90% of parents are comfortable speaking to the Principal and that their comments and suggestions are welcome to benefit the campus. 76% of parents would like more communication about their child's academic and behavioral progress.

School Culture and Climate Strengths

- Shared leadership among the campus for all decisions
- Implementation of cohesive campus PBIS expectations and practices
- Administration and counselor are visible and have an open-door policy for students, staff, and parents, which creates a positive school climate for all stakeholders.
- Behavior RtI program in place with the support of a full-time campus behavior coach to provide support for the needs of our students
- Increased use of class DoJo for discipline expectations which provides instant parental involvement and support in their child's behavior
- Weekly newsletter from the Principal for the staff
- Classroom guidance lessons presented to all students by the counselor and nurse
- Campus crisis team is established and in place
- Stated expectations, consistent follow-through, and consistent walk-through's create a safe and orderly environment for students and staff
- With the addition of a District Police Department, we have the availability and immediate response and support as the need arises.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Bluebonnet's student demographics is everchanging.

Problem Statement 2: Teachers consistently adjust their skill set to meet the needs of students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

98% of our teaching staff is highly qualified. A majority of our teachers currently hold their ESL certification with a campus expectation being that all teachers earn this certification in the near future. At least one teacher per grade level is gifted and talented certified with additional teachers being certified each year. 92% of teachers serving bilingual students have their bilingual certification and all of our paraprofessionals who serve classrooms are bilingual. One campus instructional coach provides support for teachers in all subject areas. Weekly PLCs provide opportunities for teacher growth, collaboration, and support. Weekly campuswide meetings allow for administration to faculty communication, vertical team discussions, and teacher leader capacity building. Coteacher training has been provided for all special education and inclusion teachers.

Staff Quality, Recruitment, and Retention Strengths

- Teachers are working in their highly qualified areas where students are specifically placed with the most effective teachers for their learning, social, and emotional needs
- Weekly teacher-led PLCs
- Instructional coach support for new teachers and others needing support
- Bimonthly vertical team PLCs
- High rates of ESL certification

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers consistently adjust their skill set to meet the needs of students.

Problem Statement 2: Bluebonnet teachers require training and certification to meet campus student demographic needs.

Problem Statement 3: Teachers lack training in Tier I instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus follows a guaranteed and viable curriculum provided by the TEKS Resource System with many additional resources obtained from the Lead4Ward company. The study and use of these documents at weekly PLC meeting ensures that our lesson planning is on track with the depth and complexity of the student expectations as mandated by the state. Our implementation of the district curriculum is strong as evidenced by our state assessment results with the exception of writing. Our instruction is cognitively demanding as evidenced by our high percentages of advanced scores on the state assessment. Lesson plans, classroom observations, and common assessment data all support the conclusion that our teachers implement the curriculum with fidelity and consistency across classrooms. Data from each common campus and district assessment is disaggregated to determine students who need enrichment and those who need additional support. This support is then provided in a 45 minute daily intervention block for all students. Progress is tracked for all grades with regards to reading and math. Students keep their own personal progress charts where they track their data and set goals. Teachers also keep classroom charts of progress and set classroom goals. Differentiation is provided throughout daily instruction but is explicitly included during guided reading, guided math, and intervention time. Professional development strategies are monitored through classroom observations and are positively rewarded with campus incentives. Readiness, supporting, and process standards are addressed through PLC lesson planning sessions as well as aligned common assessments. Cognitive and language objectives are posted for students with an increased focus on discussing the objectives with students at the beginning, middle, and end of each lesson.

Curriculum, Instruction, and Assessment Strengths

- Consistent lesson plan implementation within most grade levels
- Common assessments which are highly aligned to the rigor of the state standards
- Frequent emphasis on data and its use to make instructional decisions
- Strong understanding by teachers of campus instructional expectations
- Vertical team meetings in place bimonthly

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers lack an in depth understanding of TEKS.

Problem Statement 2: Teachers knowledge of student sub population demographics is limited.

Problem Statement 3: Teachers lack the implementation and consistency in Tier 1 intervention.

Parent and Community Engagement

Parent and Community Engagement Summary

Our campus puts a tremendous focus on the home and school connection. We provide numerous opportunities throughout the year for parents and community members to become involved in student learning and growth. Our campus welcomes parents to participate any time possible. Teachers ensure that parents are well informed and are made to feel welcome at all times and in all activities. Campus administrators and teachers ensure that forms and letters are provided in other languages when necessary. Our district facilitates a planning committee involving teachers, administrators, parents, and community members which allows all stakeholders a say in decisions for the district. Overall our campus welcomes parent and community involvement and provides many different opportunities for this to take place. Although all families are invited to attend campus events, we have observed many of the same families repeatedly participate.

Parent and Community Engagement Strengths

- Translators are available for all events at school, including Math/Science night, Literacy night, PTA meetings and events.
- Events where families and community members are actively involved include:
 - Meet the Teacher
 - Grandparents Breakfast and story time
 - Math/Science Night
 - Literacy Night
 - Musical events
 - PTA Festivals, fundraisers and events such as 5K run
 - Book Fairs
 - Open House
 - Science Fair
 - Read Across America Day
 - STAAR Night
 - Economics Fair
 - Field Day
 - Field Trips
- Communication occurs through monthly newsletters, School Messenger, Campus Website, Campus Facebook Page, Morning Announcements, weekly newsletters to staff from Principal. This communication is translated into other languages when necessary to meet the needs of parents and community members.
- We have numerous Bilingual staff members who assist at all events, before, during, and after school, to ensure our parents are able to communicate effectively.
- Parents are encouraged to attend and participate in all functions when possible. The district planning committee provides an opportunity for parents

and community members to come together to discuss different concerns among campuses in the district.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Bluebonnet's PTA is not consistent with Board and general memberships.

Problem Statement 2: Bluebonnet's school community has expressed the need for better communication with all families.

School Context and Organization

School Context and Organization Summary

Adequate time for instruction is priority at Bluebonnet Elementary. Prioritizing our master schedule to ensure that instructional blocks are solid and uninterrupted to give the students optimal learning advantage as well as provide teachers an opportunity to meet the needs of our diverse learners.

Intervention blocks are included in the master schedule to provide each student the opportunity for additional assistance based on student data. Class lists are created to meet the needs of students by balancing class regarding the needs of each students, equaling boys and girls and looking at teacher specialty certifications. Campus wide duty rosters are created by administration to ensure campus and student safety at all times. Teachers receive 60 minutes of planning each day with one day a week dedicated to PLC's. PLC's are included in master schedule to provide the opportunity for teacher to collaborate, review data and plan lessons to meet the needs of each student. The campus is set up to utilize vertical teaming. This provides teachers the opportunity to collaborate vertically when looking at data and determination the needs of their current students. Vertical team PLC's are built into the schedule to meet twice a month and look at collective data across the campus to determine the areas of need.

School Context and Organization Strengths

- Campus master schedule is built with priority on uninterrupted instructional blocks to increase the amount of learning time for students without distractions
- Class lists are carefully built to meet the needs of the students by looking at teacher certification, balancing classes regarding boys and girls and a balance of the instructional needs of each student
- Campus surveys to staff to determine needs and strengths
- Support system from the district level that includes departmental support for instructional staff at the campus level
- Shared leadership on the campus so all stakeholders have a voice in decision making through faculty meetings, campus communication, campus committee and campus surveys
- School expectations for a productive learning environment for all students is high in academics as well as behavior
- Campus leadership team as well a campus PLC leaders represented by each grade level, Instructional Coach, and administration
- Intervention is built into the school day to provide opportunities for struggling students to receive additional help for academic success
- PLC's meet weekly to review data, plan lessons, and collaborate on the needs of their students
- Vertical Team PLC's twice a month to look at collective data across the campus and determine areas of need
- Campus is set up in a vertical team format to support vertical collaboration among all teachers
- Instructional Leadership Team meets weekly to address teaching and learning needs and successes amongst the campus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The Instructional Leadership team is 50% smaller than in previous years despite a growing student population.

Problem Statement 2: Grade level team members fluctuate each year due to changes in the number of students per grade level which impacts consistency in creating instructional patterns year to year.

Technology

Technology Summary

Teachers and students are expected to incorporate technology into daily lessons as much as possible. Students are expected to follow all Internet safety rules while using devices. Each classroom has a minimum of 5 devices for students and teachers to utilize for intervention and instruction. Each classroom also has a document camera for instruction use with modeling and demonstrating. Our campus TIG provides excellent technology support and had incorporated weekly professional development called "Tech Tuesdays" to address incorporating technology into lessons and across curriculum. Continued support from District IT department with technical needs as well as technology implementation in the classroom.

According to the parent survey, 86% of BES families have access to technology devices at home and 100% of those families have internet access.

Technology Strengths

- District incentive to "Bring your own devices" is utilized at Bluebonnet Elementary
- Two computer labs available for teacher/student use
- Document cameras in every classroom
- District support by IT department on implementation of technology in the classroom
- Involved Campus TIG provides assistance and learning opportunities by having weekly professional development for teachers called "Tech Tuesdays"
- Five active members (one per grade level) of our Four-Square team that assists in troubleshooting tech issues with teachers before HelpDesk tickets are created.
- Recent utilization of district grant funding to purchase devices for each classroom provided each teacher with a minimum of 5 laptops/chrome books
- iPads in PK Classrooms
- Exceptional WiFi connectivity across the campus
- Utilize technology for computer based reading and math intervention programs where data is used for the Academic RtI process
- Special Education rooms have computers to implement the districts reading program initiate System 44

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology devices are limited and shared among approximately 50 teachers.

Problem Statement 2: Teachers lack understanding and opportunity of consistently integrating technology in the classrooms.

Problem Statement 3: Bluebonnet teachers have requested more access to PD that will support their use of technology in the classroom.

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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 for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Goals

Goal 1: Bluebonnet faculty and staff will develop and maintain a system of instruction which differentiates for every student's individual needs.







Performance Objective 1: By May 2019, BES will reduce out-of classroom (in-school suspensions, out-of school suspensions, and DAEP) placements by at least 5%. We will provide high quality Social and Emotional Lessons that will create safe and comfortable learning environments.

Evaluation Data Source(s) 1: 2018-2019 end-of-year discipline data

Documentation of SEL lesson cycles, student writing samples from the SEL bulletin board and membership of our Cardinal Crew.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISS Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) BES will offer multiple opportunities for students to engage in our SEL Curriculum. (1D)</p> <p>- Daily 20 minute SEL Lessons immediately following announcements. - Principal Weekly Newsletter incorporates SEL. - Monthly SEL bulletin board.</p>	Leader: Counselor Others Involved: Principal, Assistant Principals, Instructional Coach, Team Leads	Final participation results, extensions in the classrooms that support student interest along with feedback from our campus community.				
<p>Problem Statements: Demographics 1 - School Culture and Climate 1</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>						

<p>4) BES students will practice campus wide PBIS systems that are reviewed and modeled through the SEL curriculum. (1B)</p> <p>- Positive Referral System - Cardinal Crew</p>	<p>Leader: Grade level team leads, Counselor, Classroom teachers</p> <p>Others Involved: Principal, Assistant Principals, PTA Board</p>	<p>Reduction in overall office referrals, observations of acceptable social behaviors and feedback from school community.</p>				
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Create, implement and monitor the use of a continuum of behavior support options that promotes access to the general education setting and progress in the general curriculum.</p>	<p>Leader: Counselor</p> <p>Others Involved: Principal, Assistant Principals, School Secretary</p>	<p>Participation throughout the year in various campus events and classroom events.</p>				
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Blubonnet's at-risk population has varied the last few years.</p>
School Culture and Climate
<p>Problem Statement 1: Bluebonnet's student demographics is everchanging.</p>
Parent and Community Engagement
<p>Problem Statement 1: Bluebonnet's PTA is not consistent with Board and general memberships.</p>

Goal 1: Bluebonnet faculty and staff will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: By May 2019, BES will increase student academic achievement targets on 2019 STAAR from:

- Reading 40 to 44
- Math 48 to 53
- Writing 27 to 32


BES will also increase PK-2 student performance on TPRI/Tejas Lee and EOY academic targets by 5%.

Evaluation Data Source(s) 2: End of year STAAR, TPRI, Tejas Lee, benchmarks and reading level data will be examined.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Implement and progress monitor district curriculum system, utilizing district website including: - A. YAG, IFD, Vertical Alignment - B. Required and recommended resources -C. Instructional Strategies aligned to Big 8 - D. Campus based common assessments will be created and data protocols will be used	Leader: Principal Others Involved: Assistant Principal, Instructional Coach, Teacher Leads	Teachers use of materials as noted in lesson plans, classroom visits, PLC notes/participation and observations.				
Comprehensive Support Strategy 2) Heart of Texas Writing strategies will be implemented in Kinder through 2nd grade. (2B)	Leader: Principal Others Involved: Assistant Principals Instructional Coach	Student performance data on district writing assessments. Evidence of Heart of Texas Writing strategies in classroom observations.				
Problem Statements: Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1, 3 Funding Sources: 289 - Title IV - 0.00, 211 - Title I, Part A - 0.00						
Comprehensive Support Strategy 3) Improve the Response to Intervention system with the use of a research-based reading component (LLI and Soluciones) and adding a research-based math intervention (Do the Math). In addition, our campus will use other technologies and resources. (2D)	Leader: RTI Lead Others Involved: Principal, Assistant Principals, Instructional Coach	Participation rates in RTI programs and intervention program assessment data.				
Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 2 Funding Sources: 289 - Title IV - 0.00, 211 - Title I, Part A - 0.00						

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Saxon Phonics will be implemented as the word study curriculum for K-2. (2B)</p>	<p>Leader: Principal</p> <p>Others Involved: Assistant Principals, Instructional Coach, Classroom teachers</p>	<p>Lesson Plans and walkthroughs.</p>				
<p>Problem Statements: Student Achievement 1, 3, 4 - Staff Quality, Recruitment, and Retention 3</p> <p>Funding Sources: 289 - Title IV - 0.00, 211 - Title I, Part A - 0.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p>5) We will use supplemental research based instructional materials and resources. These resources may include: (2B)</p> <ul style="list-style-type: none"> - Discovery Education - Brain Pop - EGSI Assessments - Lucy Caulkins Unit of Study - Motivation (Math, Writing, Reading, Eng/Spn versions) -TANGO -Scholastic Readers 	<p>Leader: Instructional Coach</p> <p>Others Involved: Principal, Assistant Principal, classroom teachers.</p>	<p>Provide varying modes of instruction for students to learn from.</p>				
<p>Problem Statements: Student Achievement 1, 4 - Curriculum, Instruction, and Assessment 3 - Technology 1, 2</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p>6) Students will participate in a campus wide Science Fair. Participation in our campus Fair will provide opportunities for Regional Science Fair participation.</p> <p>All BES stakeholders will participate in an annual Science Night as we celebrate learning more about science through hands-on instructional activities and field trips. Science concepts and science vocabulary will be the focus for Science Night.</p>	<p>Leader: Principal</p> <p>Others Involved: Assistant Principals Instructional Coach Teacher Leaders</p>	<p>Student participation numbers in our campus Science Fair.</p> <p>Regional Science Fair Participation.</p> <p>Science Night participation attendance and school community feedback.</p>				
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) We will use small group guided instruction to support students in reading, writing and math to individualize and differentiate to meet student needs. (2A, 2B)</p>	<p>Leader: Principal</p> <p>Others Involved: Assistant Principals Instructional Coach Teacher Leaders</p>	<p>Teachers use of materials as noted in lesson plans. Students' use and access to materials observed during walkthroughs and observations.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - School Context and Organization 1</p> <p>Funding Sources: 211 - Title I, Part A - 0.00, 199-030 - SCE on Schoolwide - 23809.00</p>						

Comprehensive Support Strategy 8) We will utilize during and after school tutoring groups in order to differentiate instruction for reading and math in grades 2-4. (2D)	Leader: Principal Others Involved: Principal, Instructional Coach and Assistant Principals, Teacher Leaders	Consistent improvements on common assessments and reading levels.				
	Problem Statements: Demographics 1 - School Culture and Climate 1, 2 Funding Sources: 211 - Title I, Part A - 0.00					
						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Blubonnet's at-risk population has varied the last few years.
Problem Statement 2: Blubonnet's retention rates increased by 1%.
Student Achievement
Problem Statement 1: At Bluebonnet Elementary, not all sub populations meet minimum performance standards.
Problem Statement 2: Bluebonnet's reading and math STAAR percentages decreased from 2016-2017 STAAR percentages.
Problem Statement 3: STAAR Math scores are higher than STAAR Reading scores in 3rd and 4th grade.
Problem Statement 4: According to Bluebonnet's BAS data students struggle with independent reading and instructional reading.
School Culture and Climate
Problem Statement 1: Bluebonnet's student demographics is everchanging.
Problem Statement 2: Teachers consistently adjust their skill set to meet the needs of students.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teachers consistently adjust their skill set to meet the needs of students.
Problem Statement 3: Teachers lack training in Tier I instruction.
Curriculum, Instruction, and Assessment
Problem Statement 1: Teachers lack an in depth understanding of TEKS.
Problem Statement 2: Teachers knowledge of student sub population demographics is limited.
Problem Statement 3: Teachers lack the implementation and consistency in Tier 1 intervention.
School Context and Organization
Problem Statement 1: The Instructional Leadership team is 50% smaller than in previous years despite a growing student population.
Technology
Problem Statement 1: Technology devices are limited and shared among approximately 50 teachers.

Problem Statement 2: Teachers lack understanding and opportunity of consistently integrating technology in the classrooms.

Goal 1: Bluebonnet faculty and staff will develop and maintain a system of instruction which differentiates for every student's individual needs.


Performance Objective 3: By May of 2019 BES will increase

- Student Progress in Math from 57 to 75.
- Student Progress in Reading from 62 to 70.
- Special Education Meets Performance in Reading from 20 to 24.
- Special Education Meets Performance in Math from 22 to 27.
- English Learner Meets Performance in Reading from 31 to 35.
- English Learner Meets Performance in Math from 50 to 55.

Evaluation Data Source(s) 3: End of year STAAR data for each student population.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>1)) We will use engaging approaches and instructional strategies to support students' retention of objectives throughout Math, Science, Language Arts, Social Studies, Art, Music and Physical Education in each grade level. (2A)</p>	<p>Leader: Principal Others Involved: Assistant Principals Instructional Coach Teacher Leaders</p>	<p>Teachers use of materials as noted in lesson plans. Students' use and access to materials observed during walkthroughs and observations.</p>				
<p>Problem Statements: Student Achievement 4 Funding Sources: 211 - Title I, Part A - 0.00, 199-025 - Bilingual/ESL - 0.00</p>						
<p>Comprehensive Support Strategy</p> <p>2) We will utilize during and after school tutoring groups in order to differentiate instruction for reading, writing and math in grades 2-4. (2D)</p>	<p>Leader: Principal Others Involved: Assistant Principals Instructional Coach Teacher Leaders</p>	<p>Student progress will be determined based on tutoring work and assessment grades.</p>				
<p>Problem Statements: Student Achievement 1, 2, 3, 4 Funding Sources: 211 - Title I, Part A - 0.00, 199-025 - Bilingual/ESL - 0.00</p>						
<p>3) Support and monitor the use of multiple co-teaching models and instructional strategies in co-taught classrooms. Materials and resources will be monitored and verified.</p> <p>- Read 180 - Do the Math</p>	<p>Leader: Principal Others Involved: Assistant Principals, Instructional Coach Teacher Leaders, Special Education teachers</p>	<p>Teachers use of materials as noted in lesson plans. Students' use and access to materials observed during walkthroughs and observations.</p>				

<p>4) Support and monitor the implementation of the transitional bilingual early exit model, PK - 4.</p> <ul style="list-style-type: none"> - Sheltered Instruction Strategies - Bilingual Strategies - Vocabulary Development 	<p>Leader: Principal Others Involved: Assistant Principals, Instructional Coach Teacher Leaders, Bilingual/ESL 1 teachers</p>	<p>Teachers use of materials as noted in lesson plans. Students' use and access to materials observed during walkthroughs and observations.</p>				
<p>5) Implement and progress monitor a multi-tiered system of academic support that includes universal screeners in reading and math along with computer-based and teacher directed intervention lessons.</p>	<p>Leader: RTI Lead Others Involved: Principal, Assistant Principal, Instructional Coach, classroom teachers</p>	<p>Monitor assessments and expectations of grouping, timelines, instructional progress and student academic levels.</p>				
						

Performance Objective 3 Problem Statements:







Student Achievement
<p>Problem Statement 1: At Bluebonnet Elementary, not all sub populations meet minimum performance standards.</p>
<p>Problem Statement 2: Bluebonnet's reading and math STAAR percentages decreased from 2016-2017 STAAR percentages.</p>
<p>Problem Statement 3: STAAR Math scores are higher than STAAR Reading scores in 3rd and 4th grade.</p>
<p>Problem Statement 4: According to Bluebonnet's BAS data students struggle with independent reading and instructional reading.</p>

Goal 2: Bluebonnet faculty and staff will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: Parents, faculty and staff will have access to frequent and two -way communication methods that will increase by 15% to support for student success.

Evaluation Data Source(s) 1: Communication artifacts will be collected to show frequency and variety.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Weekly newsletters will be sent to staff members to ensure consistent communication about important campus events and initiatives. (3A, 3C)</p>	Leader: Principal	Weekly newsletters				
<p>Problem Statements: Parent and Community Engagement 2 Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>2) Multiple modes of communication will be used to communicate with parents regarding safety, campus events and academic supports. Ensure all communications are provided in parents' native language. (3A, 3C)</p> <p>Communication Methods include: -Class Dojo -Blackboard Messenger -BES Facebook Page -Digital Marquee -Classroom Newsletters</p>	<p>Leader: Principal Others Involved: Assistant Principals Classroom teachers</p>	Parent communication artifacts				
<p>Problem Statements: Parent and Community Engagement 2 Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Bluebonnet's school community has expressed the need for better communication with all families.


Goal 3: Bluebonnet will recruit, equip, and retain staff to increase continuity and quality of our staff.

Performance Objective 1: We will increase professional development opportunities for all staff to impact student achievement and increase staff retention by 20%.

Evaluation Data Source(s) 1: Documentation of professional development sign-in sheets, agendas, notes and staff survey results.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Weekly PLCs will be teacher-led with PD developed to increase the capacity of teacher leaders.	Leader: Principal Others Involved: Assistant Principals Instructional Coach, PLC Leads	PLC notes, PLC Lead training agendas, common unit and district assessment data				
Problem Statements: Student Achievement 1, 2, 3, 4 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2, 3 Funding Sources: 211 - Title I, Part A - 0.00, 199-025 - Bilingual/ESL - 0.00						
Critical Success Factors CSF 6 CSF 7 2) Colleague observations will be used as a tool to encourage growth in teacher-chosen areas.	Leader: Principal Others Involved: Assistant Principals Instructional Coach, Sustainability Teacher Leaders	Completed teacher observation forms				
Problem Statements: School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1, 2, 3 Funding Sources: 211 - Title I, Part A - 0.00, 289 - Title IV - 0.00						
3) Grade Level PLC Leads will participate in and deliver PD that focuses on effective instructional practices for all student groups. PD for teachers will include specific certification areas such as: (2C) -GT -ESL/Bil. -SpEd -General Ed.	Leader: Instructional Coach Others Involved: Principal, Assistant Principals, PLC leader	PLC Lead Agenda and attendance documents. Weekly grade level PLCs, Bi weekly PLC Lead meetings.				
Problem Statements: Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1, 2, 3 Funding Sources: 211 - Title I, Part A - 0.00, 199-025 - Bilingual/ESL - 0.00						

4) Professional Development for teachers in all grade levels with varying certifications.	Leader: Instructional Coach Others Involved: Principal, Assistant Principals, PLC leader	New opportunities for teacher growth and development.				
5) BES will focus on campus retention efforts for current staff. - Lead Mentor check-ins - Positive Staff Reinforcements - Staff luncheons - Shout Out Board - Teacher Prize Box - October FRYdays (unique fried foods)						
						

Performance Objective 1 Problem Statements:

Student Achievement	
Problem Statement 1: At Bluebonnet Elementary, not all sub populations meet minimum performance standards.	
Problem Statement 2: Bluebonnet's reading and math STAAR percentages decreased from 2016-2017 STAAR percentages.	
Problem Statement 3: STAAR Math scores are higher than STAAR Reading scores in 3rd and 4th grade.	
Problem Statement 4: According to Bluebonnet's BAS data students struggle with independent reading and instructional reading.	
School Culture and Climate	
Problem Statement 1: Bluebonnet's student demographics is everchanging.	
Problem Statement 2: Teachers consistently adjust their skill set to meet the needs of students.	
Staff Quality, Recruitment, and Retention	
Problem Statement 1: Teachers consistently adjust their skill set to meet the needs of students.	
Problem Statement 2: Bluebonnet teachers require training and certification to meet campus student demographic needs.	
Problem Statement 3: Teachers lack training in Tier I instruction.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Teachers lack an in depth understanding of TEKS.	
Problem Statement 2: Teachers knowledge of student sub population demographics is limited.	

Problem Statement 3: Teachers lack the implementation and consistency in Tier 1 intervention.

Goal 3: Bluebonnet will recruit, equip, and retain staff to increase continuity and quality of our staff.

Performance Objective 2: 95% of Bluebonnet staff will receive and maintain ESL or Bilingual certification to meet student instructional needs.

Evaluation Data Source(s) 2: Verify teacher certifications by May 2019. T-TESS Summatives

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide quality professional development opportunities for teachers to obtain proper certifications. (2C)	Leader: Principal, Assistant Principal, Instructional Coach.	Teachers will obtain ESL or Bilingual certification.				
Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: 211 - Title I, Part A - 0.00						

Performance Objective 2 Problem Statements:







Staff Quality, Recruitment, and Retention
Problem Statement 2: Bluebonnet teachers require training and certification to meet campus student demographic needs.

Goal 4: Bluebonnet will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: Increase the number of opportunities by 10% for families and the community to engage with BES to enhance student outcomes.

Evaluation Data Source(s) 1: Sign-Ins and initial invitations for events.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>1) Recruit parental participation throughout the year for campus wide events and classroom volunteers.</p> <p>Conclude the year with Volunteer Appreciation luncheon/breakfast for all volunteers. (3A, 3C)</p>	<p>Leader: Principal Others Involved: Assistant Principals Counselor, Behavior Coach</p>	<p>Student attendance will improve.</p>				
<p>Problem Statements: Student Achievement 1 Funding Sources: 199-030 - SCE on Schoolwide - 13971.00</p>						
<p>2) Students and families will participate in activities that brings light to the diverse demographic groups on our campus.</p> <ul style="list-style-type: none"> - Grandparent's Day - Veteran's Day - Cultural Awareness -Career Day - Cinco de Mayo -Dia de los Muertos -Family Field Day - College Day Recognition <p>(3A, 3C)</p>	<p>Leader: Principal Others Involved: Assistant Principal(s), District Parent Liaison, Counselor</p>	<p>Others Involved: Assistant Principal(s), District Parent Liaison, Counselor</p> <p>Schedule and communicate meetings with the school community to create sessions to improve communication and learning for all.</p>				
<p>3) Each Nine Weeks Bluebonnet will host a meeting with parents to address their needs and inquiries presented. (3A, 3C)</p>	<p>Leader: Principal Others Involved: Assistant Principal(s), District Parent Liaison, Counselor</p>	<p>Schedule and communicate meetings with the school community to create sessions to improve communication and learning for all.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: At Bluebonnet Elementary, not all sub populations meet minimum performance standards.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Heart of Texas Writing strategies will be implemented in Kinder through 2nd grade. (2B)
1	2	3	Improve the Response to Intervention system with the use of a research-based reading component (LLI and Soluciones) and adding a research-based math intervention (Do the Math). In addition, our campus will use other technologies and resources. (2D)
1	2	5	We will use supplemental research based instructional materials and resources. These resources may include: (2B) - Discovery Education - Brain Pop - EGSI Assessments - Lucy Caulkins Unit of Study - Motivation (Math, Writing, Reading, Eng/Spn versions) -TANGO -Scholastic Readers
1	2	7	We will use small group guided instruction to support students in reading, writing and math to individualize and differentiate to meet student needs. (2A, 2B)
1	2	8	We will utilize during and after school tutoring groups in order to differentiate instruction for reading and math in grades 2-4. (2D)
1	3	1) We will use engaging approaches and instructional strategies to support students' retention of objectives throughout Math, Science, Language Arts, Social Studies, Art, Music and Physical Education in each grade level. (2A)
1	3	2	We will utilize during and after school tutoring groups in order to differentiate instruction for reading, writing and math in grades 2-4. (2D)
4	1	1	Recruit parental participation throughout the year for campus wide events and classroom volunteers. Conclude the year with Volunteer Appreciation luncheon/breakfast for all volunteers. (3A, 3C)

State Compensatory

Budget for Bluebonnet Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,796.26
199-24	6129 Salaries or Wages for Support Personnel	\$22,732.24
	6100 Subtotal:	\$80,528.50

Personnel for Bluebonnet Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bluebonnet Elementary		Instructional Support	1.2
Bluebonnet Elementary		Dyslexia	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

State Compensatory Education

State Compensatory Education (SCE) budgets, FTEs, and strategy connections will be finalized in October 2016.

LASERS

LASERS is an acronym for the components of the State's literacy plan.

L - Leadership

A - Assessment

S - Standards-Based Instruction

E - Effective Instructional Framework

R - Reporting and Accountability

S - Sustainability

As we move toward sustainability in implementing strategies and programs from BISD's involvement in the Texas Literacy Initiative grant, specific connections to the LASERS are shown in this plan's literacy strategies to show alignment with the State's literacy plan. The numbers listed with the letter from LASERS corresponds to a specific action step within that component.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Alison Hall	
Administrator	Melanie Kovar	
Parent	Julie Bailey	
Classroom Teacher	Jacqueline Dixon	
Non-classroom Professional	Laura Faircloth	

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	3			\$0.00

1	2	4			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
199-025 - Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	2			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
199-030 - SCE on Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$23,809.00
4	1	1			\$13,971.00
Sub-Total					\$37,780.00
Grand Total					\$37,780.00