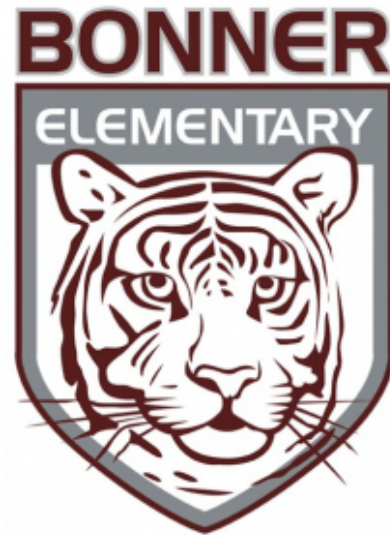


Houston Independent School District
112 Bonner Elementary School
2022-2023 Campus Improvement Plan



Home of the Triumphant Tigers

Mission Statement

It is the mission of Bonner Elementary to empower students with knowledge for a life of purpose, service, and leadership.

Vision

Our vision is to educate today to triumph tomorrow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bonner Elementary School is located approximately three and one-half miles Northeast of Hobby Airport in the southeast section of Houston, two blocks East of I-45. Bonner's student population is ninety-five point six percent (95.6%) Hispanic, one point six percent (1.6%) African American, one percent (1%) White, and less than one percent (<1%) Asian and American Indian. Sixty-two point five percent (62.5%) of Bonner students are classified as Limited English Proficient (LEP), ninety-seven percent (97%) of the students are economically disadvantaged, five point eight percent (7.3%) of the students are identified as Gifted and Talented, and twelve percent (12%) are identified as receiving service under 504 and under special education umbrella. Bonner's mobility rate is thirteen point one percent (13.1%) and Bonner's student attendance rate is ninety-seven percent (94%). Bonner Elementary School is a school-wide Title 1 campus and this year has been identified as a (CEP) CEP Community Eligibility Provision Program campus, which allows students to receive free meals without requiring families to complete the free and reduced lunch application.

Teacher demographics: 61.9% hispanic, 21.4% african american; 16.7% white 1.8% asian.

Our campus has a large EL student population. To support our students, we ensure all teachers on our campus are ESL or bilingual certified. This year we plan on implementing Sheltered Instruction consistently and effectively in each core content classrooms. This year, we have about 13% mobility rate due to increase in housing rent and parents relocating due to their lost or new jobs. To increase enrollment, our campus Attendance Committee is actively engaged and communicating with the school community. We also offer after school programs and clubs as incentives for families to enrol their children at Bonner Elementary.

Demographics Strengths

A strength of our demographics is the parents and community are involved in school activities. For example, we have a large group of participants who come out during meet the teacher night, parent university events, chat with the principal, and cultural awareness events.

Another strength of our demographic is the strong established relationship the principal have with the community. Because of the strong relationships, we have seen generations of students graduate from Bonner.

We provided services for our parents in our community such as counseling and parenting classes. We also had events such as GT expo, math and literacy night. We also provide after school programs for the students such as soccer, boys and girls club, power dancers, and choir.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: On our campus, not every teacher was ESL or bilingual certified to support the large EL population. **Root Cause:** Due to an increase of migrant students over the past few years.

Student Learning

Student Learning Summary

In 2021-2022 school year, in reading, 62% of our students were at Approach, in math 70% of our students were at Approach, 50% in science, 67% of our students were at approach. For meets, in reading, there were 31%, in math 37%, and in science 20%. For masters, in reading 13%, in math 12%, and in science 5%. The accountability rating for our school in domain I (student achievement) was a D, in Domain II (School progress) was a A, and in Domain III (Closing gaps) was a C. We did not earn any Distinctions in the year 2021-2022.

Covid-19 has significantly impacted our student learning in year 2020-2021. It was challenging for some of our student population to access technology and internet at the beginning of the year. We had created target area action plans to improve student learning, but due to the CDC guidelines and winter storm, it was challenging to effectively implement our schoolwide action plans. Throughout the year, it was challenging to our teachers to engage 100% of their class through online learning. Due to these challenges, there were a lot of learning gaps.

TELPAS data point indicates that our EL student population presented a mixed indication as for their language acquisition. Despite the different language skills not indicating significant gains across the grade levels, it was remarkable that our EL students met their target and scored at a TELPAS Progress Rate of 59%. The expectation is that with the effective implementation of "Sheltered Instruction" strategies, a systematic data driven approach, and a consistent PLC collaboration,

Texas Education Agency
2022 Accountability Ratings Overall Summary
BONNER EL (101912112) - HOUSTON ISD - HARRIS COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		60	Not Rated: Senate Bill 1365
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	86	92	A
Relative Performance (Eco Dis: 97.5%)	35	69	Not Rated: Senate Bill 1365
Closing the Gaps	69	75	C

Student Learning Strengths

We had minimum interruptions during instructional time due to student behavior. Bonner students knew the expectations on our campus. We have a small group of students who are intrinsically motivated.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: There has been a decrease in meets and masters in math and reading **Root Cause:** The teacher is not planning with rigor in mind

School Processes & Programs

School Processes & Programs Summary

The programs offered at Bonner Elementary are GT, Traditional Bilingual, ESL, SLL, PALS, and Explore. We also offer after school and Saturday tutorials for EL and at-risk students to provide extra support academically. This year, to close the learning gaps on our campus and meet the House Bill 4545, we are providing extra accelerated program for the students who did not pass STAAR test last year. We are implementing Content Based Instructional Learning in our upper grade core content classes to ensure we bridge the language gap for ELs.

Once a year, we have the GT Expo which allows the GT students to have an opportunity to work on projects throughout the year. We invite parents to view the expo. We also have the F.A.C.E. program that offers support for parents. Our after school program consists of soccer, choir, dance, and ballet folklórico which gives the students an opportunity to explore their interest. This year, 2021-2022, we are utilizing our technology class to strengthen students typing skills and start a robotics/coding club. To support our parents in our community, we are providing ESL classes for the parents twice a week. We will also offer nutrition classes for the parents and backpack buddy to provide assistance to our community.

To improve instruction on our campus, we provide vertical alignment meetings and the grade level chairs provide professional developments for the teachers on best practices that work in their classrooms.

School Processes & Programs Strengths

A strength that shines even during Covid was the parents engagement in Chat with the principal. Even though we had to combine and host the event online and in person, there was an increase of the number of parents who participated. Last year, we also offered Boot camp to the students during school holidays. We had a good turn out in the student participation.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Student attendance in after school tutorials. We limited the amount of weekly hours due to budget constraints **Root Cause:** Several clubs and after school programs had difficulties maintaining attendance documentation of participating students.

Perceptions

Perceptions Summary

Throughout the years Bonner administration has been implementing several strategies to increase parent engagement, student membership, safety and security, as well as reducing student's out of school suspensions due to incidents like mutual combats among the students. Bonner promotes parent engagement through several communication with parents through means like the ClassDojo, Chats with the Principal monthly assemblies, Twitter, and campus website. Bonner has also established programs like ESL, Counseling, and Nutrition classes for our parents and community. This rapport with parents and community has been a great resource to support our student's academic goals by empowering parents and community with tools to engage and support our student population. Parents are also made aware of the importance of maintaining an appropriate campus student membership and a high ADA throughout the school year. Bonner has established the Attendance Committee with the objective to monitor student's attendance and implement effective interventions to increase student membership and attendance. Bonner Safety and Security Committee was created to develop effective measures that are aimed at designing and conducting all sorts of safety measures to ensure that our campus maintains a safe and secured learning environment. Effective implementation of best safety and security practices has help decrease student's incidents as campus supervision has improved. Effective implementation of targeted initiatives like Second Steps, Steps to Respect, Sanford Harmony, Red Ribbon Week, Bullying Prevention Week, and Wraparound specialist have significantly helped to improve our campus culture. Bonner administration understands the importance of keeping our parents, community, and stakeholders informed as we expect a great deal of support from them.

Our goal for this school year will be to continue to ensure that students, parents, community, visitors, and all stakeholders see Bonner as a welcoming campus where they feel that our students safety and security, education and formation are top priorities.

Perceptions Strengths

- Parent-administration communication and rapport
- Teacher/Parents channels of communication are always open
- Parents are always informed, throughout various means, about school activities and programs

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Increase teacher and parent communication **Root Cause:** Some teachers are not in constant communication with parents regarding academics and behavior

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: In 2021-2022 the overall reading percentage for Meets in 3rd-5th grades was 32%. For the 2022-2023 school year, our goal is to increase the percentage of 3rd-5th grade students at the Meets level to 55%.

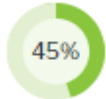


Strategic Priorities:




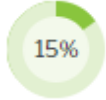






Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: On school-created formative assessments in reading, 65 percent of 3rd-5th grade students will score at the Meets level.

Evaluation Data Sources: School-created Formative Assessments
End of Genre Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Coaching and model for reading teachers throughout the school year. Strategy's Expected Result/Impact: 3rd-5th grade reading teachers will be able to present effective Tier 1 instruction. Staff Responsible for Monitoring: Reading Specialist Action Steps: Conduct weekly reviews of 3rd-5th grade reading lesson plans. Meet with individual 3rd-5th grade reading teachers to review planned lesson. Create End of Genre assessments for 3rd-5th grade reading teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, and personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Provide TEKS focused professional development throughout the school year where reading teachers can receive strategies, activities, and techniques to help teach each of the reading genres. Strategy's Expected Result/Impact: Teachers will have a wealth of ideas, activities, and strategies to provide effective Tier 1 instruction. Staff Responsible for Monitoring: Reading Specialist Action Steps: Schedule reading professional developments strategically before the start of each genre. Make copies of PowerPoints and activities for teachers to take with them. Be available to model any needed strategies to 3rd-5th grade students in the classroom. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, and personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide in-school and after school intervention to Tier II and Tier III students based on their school-created formative assessments. Strategy's Expected Result/Impact: Improve Tier II and Tier III student's ability to score at the Meets level in reading. Staff Responsible for Monitoring: Reading Specialist Action Steps: Identify the Tier II and Tier III students. Provide needs based intervention during and after school. Re-test Tier II and Tier III students to track growth Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
					
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Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: In 2021-2022, the overall math percentage for Meets in 3rd grade was 23%. This year, our goal for 3rd grade is to increase the percentage to 46%.



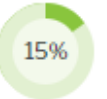
Strategic Priorities:











Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: On the District Formative Assessments for math, our goal is to have at least 70% of our students scoring at Meets level.

Evaluation Data Sources: District Formative Assessments

Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: Model and coach for the teacher throughout the year Strategy's Expected Result/Impact: The teacher is able to deliver an effective tier I instruction. Staff Responsible for Monitoring: Assistant Principal Action Steps: We will meet weekly to look over the weeks lesson plan in advance We will discuss if the lesson have rigor and evidence the teacher planned backwards I will observe the teacher and model the lesson when needed Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials and personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for the teachers. PD topics would include creating STAAR 2.0 questions, ensuring the teachers are planning backward with rigor in mind, and utilizing data to drive instruction Strategy's Expected Result/Impact: Increase in student data Teachers are able to proactively use the PDs while planning for instruction Staff Responsible for Monitoring: Teacher, Assistant Principal, and DDIS Action Steps: I will be providing professional development after school and during PLC. I will analyze the needs of the teachers and adjust my PD calendar accordingly. Through observation and student data, I should be able to see if the strategies are implemented effectively. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials and personnel. - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide intervention for the tier II and tier III students based on DFAs. The groups are flexible and will change throughout the year. Strategy's Expected Result/Impact: The students will be able to move up to the next tier. The student academic achievement will improve Staff Responsible for Monitoring: Teacher, students, Assistant principal Action Steps: The teachers will create groupings based on formative assessments and classroom observation The teachers will use data to determine the activities for the workstation After the next assessment, teachers will readjust the small groups Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Material and personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
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Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 2: In 2021-2022, the overall math percentage for Meets in 3rd-5th grade was 37%. This year, our goal for 3rd-5th grade is to increase the Meets percentage to 74%.



Strategic Priorities:






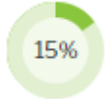




Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: On the District Formative Assessments for math, our goal is to have at least 70% of our students scoring at Meets level.

Evaluation Data Sources: District Formative Assessments

Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: Model and coach for the teacher throughout the year Strategy's Expected Result/Impact: The teacher is able to deliver an effective tier I instruction. Staff Responsible for Monitoring: Assistant Principal Action Steps: We will meet weekly to look over the weeks lesson plan in advance We will discuss if the lesson have rigor and evidence the teacher planned backwards I will observe the teacher and model the lesson when needed Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Supplies, materials, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
	N/A	 20%	 10%	

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for the teachers. PD topics would include creating STAAR 2.0 questions, ensuring the teachers are planning backward with rigor in mind, and utilizing data to drive instruction Strategy's Expected Result/Impact: Increase in student data Teachers are able to proactively use the PDs while planning for instruction Staff Responsible for Monitoring: Teachers, Assistant Principal DDIS Action Steps: I will be providing professional development after school and during PLC. I will analyze the needs of the teachers and adjust my PD calendar accordingly. Through observation and student data, I should be able to see if the strategies are implemented effectively. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide intervention for the tier II and tier III students based on DFAs. The groups are flexible and will change throughout the year. Strategy's Expected Result/Impact: The students will be able to move up to the next tier. The student academic achievement will improve Staff Responsible for Monitoring: Teachers, Assistant Principal, and students Action Steps: The teachers will create groupings based on formative assessments and classroom observation The teachers will use data to determine the activities for the workstation After the next assessment, teachers will readjust the small groups Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel. - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: Our goal this year is to prepare students for college readiness by implementing AVID on our campus.

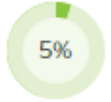


Strategic Priorities:



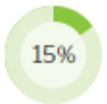
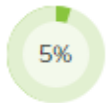






Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 3rd - 5th grade students will implement AVID in their classroom by focusing on Organization and Writing in the WICOR model

Evaluation Data Sources: Students will know what they are expected to do for homework every night

The students know where their math, reading, science notebooks are located

Strategy 1 Details	Reviews			
Strategy 1: The AVID team will provide professional development in implementing AVID throughout the year. Strategy's Expected Result/Impact: Teachers know how to implement AVID with fidelity in their classroom Students will know how to organize their binders and planners Staff Responsible for Monitoring: Teacher, Assistant Principal, and Principal Action Steps: Attend AVID conference Provide professional development Conduct monthly checks of the planners Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools Funding Sources: Materials, supplies. - 1991010005 - General Fund - Career & Tech Ed (CTE) - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Promote colleges on our campus by having the teachers create a collage of their experience on campus, plan field trips to visit universities and colleges in Houston. Strategy's Expected Result/Impact: Students has an idea of which college they would like to attend after graduating high school Staff Responsible for Monitoring: AVID team and principal and wraparound specialist Action Steps: Attend AVID conference Provide professional development Create a pacing calendar for the events Coordinate events Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools Funding Sources: Materials, supplies, personnel - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$3,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Coordinate with the feed pattern high schools to invite the students to walk the hallways for graduation Strategy's Expected Result/Impact: Students will be inspired to graduate Staff Responsible for Monitoring: AVID team, principal, wraparound specialist Action Steps: Attend AVID conference Provide professional development Coordinate events Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools Funding Sources: Materials, supplies, personnel. - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: We will increase the percentage of students receiving special education services reading at or above grade level by 25% for the 2022-2023 school year.




Strategic Priorities:




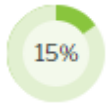
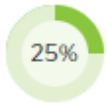





Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: We will increase the number of special education students reading on grade level by 30%.

Evaluation Data Sources: Running Records, Universal Screener, HB3 implementation

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implementation of special education services as noted on students IEP in the area of Reading. Strategy's Expected Result/Impact: Students will learn strategies from Staff Responsible for Monitoring: Special Education Chair, Administration, General education teachers. Action Steps: Special Education Teacher will provide teachers with IEP's. General education teacher and special education teacher will implement IEP's consistently. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel. - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Special education student receiving dyslexia services will be pulled for 180 minutes each week. Strategy's Expected Result/Impact: Increase student reading capability to demonstrate progress to become on grade level independent readers. Staff Responsible for Monitoring: Special education teacher, dyslexia interventionist, general education teachers, and administrations Action Steps: Review students IEPs and 504 plans for students already identified with reading difficulties. Identify possible students with reading difficulties through RTI and holding IAT meetings. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Students will use dictionaries, supplementary aids, and accommodations in the classroom as strategies to show growth in reading. Strategy's Expected Result/Impact: Students will use strategies and grow a level on their reading level. Staff Responsible for Monitoring: Special Education Teacher, General Education Teacher, Administration Action Steps: Special Education and General Education teachers will implement the use of students accommodations and determine which accommodations are most beneficial for students. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel. - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals




Goal 1: ATTENDANCE



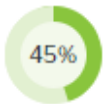







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Achieve a 96% ADA by the end of school year 2022-2023

Evaluation Data Sources: Weekly attendance reports, attendance contracts issued to students, Attendance Committee number of interventions.

Strategy 1 Details		Reviews			
Strategy 1: Resume Attendance Committee weekly and biweekly meetings to review, discuss, and address chronic attendance cases Strategy's Expected Result/Impact: Make school community aware of the importance of student's attendance to increase annual ADA and academic gains Staff Responsible for Monitoring: Campus Attendance Committee, Campus GLCs, Principal, Assist. Principal, teachers. Action Steps: Review, discuss, and implement all pertinent strategies and reward systems to motivate and incentivize student's attendance. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: Materials, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
					



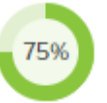
Strategy 2 Details		Reviews			
Strategy 2: Stablish a tight an attendance monitoring system to identify and address chronic attendance cases effectively. Strategy's Expected Result/Impact: Minimize the number of chronic attendance cases during the grading cycles. Increase student's academic gains. Staff Responsible for Monitoring: Campus Attendance Committee, Campus GLCs, Principal, Assist. Principal, teachers. Action Steps: Provide the attendance committee with current ADA data Make parents and school community aware of the campus attendance initiative Review cases during weekly and biweekly attendance meetings Title I: 2.4, 2.5, 2.6 Funding Sources: Materials, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Hold parent meetings with Attendance Committee, including wraparound specialist to offer advice and support to parents of students with chronic absenteeism Strategy's Expected Result/Impact: Increase annual ADA percentages and improve student's academic outcomes. Staff Responsible for Monitoring: Campus Attendance Committee, Campus GLCs, Principal, Assist. Principal, teachers. Action Steps: Generate student's attendance record reports Call in parents for attendance committee meetings Provide parental support Issue attendance contracts when needed Title I: 2.4, 2.5, 2.6 Funding Sources: Materials and supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
					
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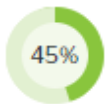





Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: In 2021-2022 there were 40 discipline referrals for K-5th. For the 2022-2023 school year, our goal is to decrease the number of discipline referrals for K-5th to 15.

Evaluation Data Sources: Number of K-5th discipline referrals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Crime Stoppers, our corporate partner, will provide various behavioral presentations throughout the school year for K-5th grade students.</p> <p>Strategy's Expected Result/Impact: Students will gain knowledge and insight into the power of making positive choices.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Safety Captain</p> <p>Action Steps: Schedule Crime Stoppers presentations as needed. Provide copies of any related materials to presentations.</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Materials, supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$400</p>				

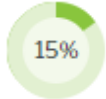
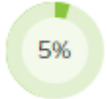

Strategy 2 Details	Reviews			
Strategy 2: Conduct grade-level assemblies to discuss school-wide behavioral expectations.. Strategy's Expected Result/Impact: Students will learn to self monitor their behavior. Staff Responsible for Monitoring: Principal Assistant Principal Safety Captain Action Steps: Schedule assemblies at the beginning of the school year. Post signs throughout the building that remind students of expectations. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: Materials, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$300	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Conduct student roundtables so that students can create their own behavioral contracts. Strategy's Expected Result/Impact: Students take ownership of the consequences related to their behavior. Staff Responsible for Monitoring: Principal Assistant Principal Safety Captain Action Steps: Schedule roundtables after school as needed. Provide copy of created behavioral contract to student, parent, and principal. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: Materials and supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$250	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






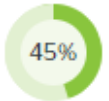




Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: Bullying Prevention. Bonner students will participate in the Sanford Harmony program, through which students will learn how to make friends; recognize feelings; and recognize, refuse, and report any incidents of bullying. We will also implement the CHAMPS components to address behavior incidents.

Evaluation Data Sources: Weekly number of discipline referral forms reporting bullying incidents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Train and equip teachers with the Sanford Harmony curriculum and CHAMPS components to better manage student behavior by providing different levels of assistance and interventions based on students' different needs</p> <p>Strategy's Expected Result/Impact: Improved campus culture by reporting less Bullying in the school while increasing students positive school community and campus environment environment.</p> <p>Staff Responsible for Monitoring: Discipline committee, Grade level specialists, Wraparound Resource Specialist, Principal, Social Worker</p> <p>Action Steps: Provide in-house professional development on best Sanford Harmony and CHAMPS practices and model restorative circles strategies for teachers. Consistently monitor student's behavior and misconduct referrals to administrators. Implement Crisis Intervention Team strategies to identify and and support potential behavior incidents.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Materials, personnel, - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$300</p>				

Strategy 2 Details	Reviews			
Strategy 2: Design and implement an effective Campus' behavior procedures to minimize incident that involve students engaging in physical altercations. Strategy's Expected Result/Impact: Faculty and staff will consistently refer and address discipline issues with students and parents. Staff Responsible for Monitoring: Teachers, Grade Level administrators, GLCs, Social Worker. Action Steps: Design campus' behavior referral system Present and review plan with faculty and staff Notify parents and community during Parent Meetings Documents incidents and implement best strategies to minimize violent student's altercation. Title I: 2.4, 2.5, 2.6 Funding Sources: Materials, personnel, supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$400	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Schedule wraparound and social worker monthly assignments with selected group of students to address behavior concerns. Strategy's Expected Result/Impact: Selected group of students will have the opportunity to reflect about misbehavior on campus and establish their own action plans to improve their conduct Staff Responsible for Monitoring: Wraparound specialist, Social worker, safety captain, GLCs, Grade Level Administrators. Action Steps: Schedule behavior assemblies with students and parents Present behavior plan to faculty staff and parents Implement best practices and follow up with chronic behavior cases Create and document behavior contracts when needed Title I: 2.4, 2.5, 2.6, 4.2 Funding Sources: Supplies, materials, personnel. - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
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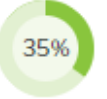

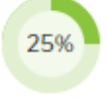

Board Goal 5: N/A - Additional Campus Goals








Goal 4: SPECIAL EDUCATION

Measurable Objective 1: Establish an inclusion model to reinforce students reading comprehension and math problem solving skills.

Evaluation Data Sources: Running Records, Universal Screener, District assessments, HFW evaluation,

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement inclusion model across grade levels in the area of reading. Strategy's Expected Result/Impact: Students to receive in class support services in the general education setting for reading to be able to implement strategies to demonstrate growth in reading by 1 to 2 levels. Staff Responsible for Monitoring: Special Education Teacher, General Education Teacher, and Administration Action Steps: Review teacher schedules and create an inclusion schedule for students to receive in class support. Update students IEPS to reflect students needs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the inclusion model in the area of Math. Strategy's Expected Result/Impact: To improve students basic math and problem solving skills. Staff Responsible for Monitoring: Special Education Teacher, General education teacher, and Administrators. Action Steps: Have students use accommodations from IEP to be able to show growth in the general education. Update IEP's as needed to reflect students needs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Personnel - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$600	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 3 Details	Reviews			
Strategy 3: Provide teachers with professional development in the area of differentiation. Strategy's Expected Result/Impact: Teachers are provided with effective resources and strategies to implement in their classroom to meet the needs of all students. Staff Responsible for Monitoring: Special Education Teacher, General Education Teacher, and Administration Action Steps: Teacher can take district professional development or in house professional development. Once attending professional development teachers will implement strategies. Appraisers will appraise teachers and provide specific coaching in differentiation based on teachers needs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Personnel - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
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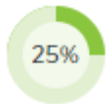


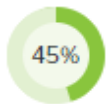

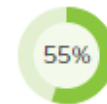




Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: In 2022-2023, our goal is to increase the Emergent Bilingual students advance high percentage in TELPAS by continuing to implement Content Based Language Instruction strategies all across grade levels.

Evaluation Data Sources: TEPLAS and ELD Assessment







Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: To provide effective teaching strategies using the 7 steps to a Language-Rich Interactive Classroom.</p> <p>Strategy's Expected Result/Impact: A higher percentage of students will pass the Listing and Speaking component which will demonstrate at least one year of academic and language growth.</p> <p>Staff Responsible for Monitoring: Mrs. Valdez, Principal, Assistant Principal, Specialist and the classroom teachers.</p> <p>Action Steps: 1). Create a team to monitor the Emergent Bilingual students using the Observation Teacher form provided from the Multilingual Department.</p> <p>2). Teachers will attend Professional Development district trainings.</p> <p>3). Establish a data review after every assessment during PLC to monitor student progress.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Materials, supplies, personnel - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$1,500</p>				



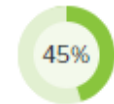




Strategy 2 Details		Reviews			
Strategy 2: To provide opportunities for teachers to attend as many district Professional Development trainings. Strategy's Expected Result/Impact: Teachers will become more familiar with what is expected in the classroom. Staff Responsible for Monitoring: Mrs. Valdez, Principal, Assistant Principal, and classroom teachers. Action Steps: 1). Teachers will implement the Shelter Instruction strategies to ensure that the students are successful when they are working independently. 2). Teachers will create intervention schedule with groups of 4-5 to ensure that the students are small. 3). Teachers will create assessments every four weeks to monitor student progress. Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide feeding based on appraisals and coaching to ensure teachers are implementing effective Shelter Instruction Practices. Strategy's Expected Result/Impact: Teachers should be able to demonstrate professional growth through effective teaching and Emergent Bilingual students will demonstrate growth Staff Responsible for Monitoring: Mrs. Valdez, Principal, Assistant Principal, and classroom teachers Action Steps: 1). Teachers will share strategies during PLC to provide support to each other. 2). Teachers will do At-Bats during PLC. 3). Shelter Instruction Coach will visit classrooms to provide side by side coaching to ensure that teachers are given the support they need to be successful. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel. - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
					
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Measurable Objective 2: In 2022-2023, our goal is to consistently provide 180 minutes of service per week to identified dyslexic students.

Evaluation Data Sources: Reading By Design

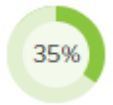

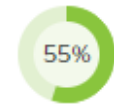
HB3 Board Goal


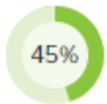








Strategy 1 Details	Reviews			
Strategy 1: Provide the Reading by Design instruction by the Dyslexia Interventionist. Strategy's Expected Result/Impact: For the dyslexic students to show growth in their reading levels. Staff Responsible for Monitoring: Dyslexia Interventionist and SPED Chairperson. Action Steps: 1). To ensure the students get their dyslexic services four times a week at 180 minutes. 2). Dyslexia interventionist will provide mastery checks at the end of every sixth lesson. 3). Meet with the dylexic students every other week to go over their reading levels. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers will implement HB3 modules. Strategy's Expected Result/Impact: For the dyslexic students to show growth in their reading levels. Staff Responsible for Monitoring: Dyslexia Interventionist and classroom teachers Action Steps: 1). Teachers will monitor student growth weekly to ensure that the students are making progress. 2). The teachers will provide a weekly assessment. 3). The Dyslexia interventionist will meet with the classroom teacher every three weeks to go over student progress. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials, supplies, personnel - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will attend Professional Development trainings. Strategy's Expected Result/Impact: The teachers will get support from the Dyslexia interventionist and the SPED Chair. Staff Responsible for Monitoring: Dyslexia Interventionist, SPED Chair and Admin Appraisals. Action Steps: 1). Dyslexia Interventionist and the SPED Chair will do informal observations to give the extra support to the classroom teachers. 2). The District Area Specialist will provide the support to the campus and monitor the student progress. 3). The SPED Chair will do inclusion with dyslexia students. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Personnel - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: In 2022-2023, our goal is to increase the number of GT students since our numbers have decreased drastically.

Evaluation Data Sources: Universal G.T. Test, GT Test

Strategy 1 Details	Reviews			
Strategy 1: The Admin team will meet with 1st-4th grade teachers to review EOY reports and will go over the KEA data. Strategy's Expected Result/Impact: Meet with Kinder-4th teachers during PLC to discuss students progress and offer teachers the opportunity to create assessments to monitor student progress . Staff Responsible for Monitoring: Admin Team, G.T. Coordinator and Classroom Teachers Action Steps: 1). Teachers will do progress monitoring every two weeks to see if students are making progress in reading and math. 2). Teachers will do the weekly assessments. 3). Update parents of potential students to ensure that the students are getting the extra support at home. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools Funding Sources: Materials, supplies, personnel - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 2 Details		Reviews			
Strategy 2: Kinder Teachers will meet during PLC to discuss students progress. Strategy's Expected Result/Impact: Kinder teachers will continue to do progress monitoring weekly to assess students progress Staff Responsible for Monitoring: Kinder teachers and Admin Team Action Steps: 1). Daily track of data binder 2). Offer tutorials two weeks before the G.T. testing to provide extra intervention 3). Small group interventions offered in the afternoon twice a week for the students that are still struggling Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: Personnel - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$600		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: The G.T. Coordinator will meet with the Kinder teachers to offer extra support during the GT testing window Strategy's Expected Result/Impact: A teacher assistant will be placed in the classroom during testing to support the large numbers in the classrooms Staff Responsible for Monitoring: Kinder teachers, Admin Team and G.T. Coordinator Action Steps: 1). The Teacher Assistants will be trained during the Universal GT training to ensure that they understand what their role will be. 2). The Teacher Assistants will offer support by redirecting the students to ensure that the students are following along with the classroom teachers. 3). The classroom teachers will meet with the G.T. Coordinator daily to go over any concerns they might have to ensure that the students are getting the testing environment to be successful. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: Personnel and materials - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
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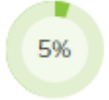





Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: To increase parent attendance from 20 to 40% parents will attend school function activities such as Title I "Chat with the Principal" monthly meetings.

Evaluation Data Sources: Parent Sign In Sheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The Principal will do a call out to the parents two days prior to the meeting to remind parents.</p> <p>Strategy's Expected Result/Impact: To improve parental support to ensure that all stakeholders are supporting student achievement.</p> <p>Staff Responsible for Monitoring: Title I Coordinator, Principal, and Assistant Principal, Office Clerks and Wrap Around Clerks</p> <p>Action Steps: 1.). Send out Title I flyer to the parents a week before the meetings. 2). During the first meeting share with the parents the purpose of having a Title I meeting. 3). Share with the parents the monthly calendar, important dates, and upcoming events.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$600</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: The teachers will be given a monthly Parent Rubric/Communication Log to ensure documentation is kept in a timely manner.</p> <p>Strategy's Expected Result/Impact: The parent communication log will be discuss during Friday' PLC to ensure that parents are always updated on student progress.</p> <p>Staff Responsible for Monitoring: Title I Coordinator, Principal, Assistant Principal, Specialist and classroom teachers</p> <p>Action Steps: 1). Admin Team will monitor parent communication logs monthly during PLC to ensure that teachers are constantly communicating with the parents. 2). Teachers will communicate with their parents to discuss student progress. 3). Teachers will be given an opportunity to have parent trainings in the fall and spring.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Bonner will hold Family Literacy, Math and Science night in the Fall and Spring to train parents on different strategies that will help families with student achievement.</p> <p>Strategy's Expected Result/Impact: Family Literacy Night will help increase family and parental engagement.</p> <p>Staff Responsible for Monitoring: Title I Coordinator, Principal, Assistant Principal, Classroom teachers and Wrap Around Specialist.</p> <p>Action Steps: 1). The Admin Team will create a Parent Rubric/Communicate Log to ensure documentation is kept after every event. 2. Parent Rubric Log will be discussed during P.L.C. every three weeks or as needed to ensure that parent are informed of students progress. 3). Grade Level Chairs will meet with their teachers to come up with a planning calendar to train parents if extra trainings are necessary. 4). Every grade level will create a make and take during Family Literacy Night to ensure parents are given the opportunity to come up with an end product.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Supplies, materials, and personnel - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals




Goal 7: MANDATED HEALTH SERVICES











Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 28, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Mrs. Garcia

Estimated number of students to be screened: 620

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Keep the student immunization records updated and collaborate with the SIMS person to ensure that all students are included in the yearly reports. Strategy's Expected Result/Impact: Each individual student will have an updated immunization record. Staff Responsible for Monitoring: Nurse Garcia, Mrs. Lopez, Mr. Casquete Action Steps: Review immunization record Schedule immunization sessions as needed Communicate with parents to ensure that they follow through with their children immunization schedule Educate parents about the importance and relation of immunization and school attendance Refer parents to TCH Mobile Clinic for immunization Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: Materials. supplies. - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$300	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details	Reviews			
Strategy 2: Implement an IMMUNIZATION Awareness Campaign to promote school community wellness. Strategy's Expected Result/Impact: Bonner's students will be in compliance with the required vaccination protocols. Staff Responsible for Monitoring: Nurse Garcia, front office clerks, Crisis Intervention Team, campus administrators. Action Steps: Schedule parent meeting to explain the importance of the immunization protocols Inform faculty and staff about the campus wide campaign Follow up with parents of students who are missing a specific immunization Documents cases Title I: 2.4, 2.5, 2.6, 4.2 Funding Sources: Personnel, Supplies, and materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Establish and check point schedule to closely monitoring student's immunization records. Strategy's Expected Result/Impact: All students at Bonner will have their immunization records in compliance by the end of October Staff Responsible for Monitoring: Nurse Garcia, front office clerks, Crisis Intervention Team, campus administrators. Action Steps: Create a schedule to monitor the immunization compliance protocols Inform faculty and staff about the campus wide campaign Follow up with parents of students who are missing a specific immunization Documents cases Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies, resources, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$400	Formative			Summative
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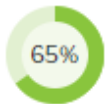





Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 16, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Mrs. Garcia

Estimated number of students to be screened: 450

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Participate in the Vision Partnership which offers free eye exams and glasses. Strategy's Expected Result/Impact: All students that failed the vision test will have the opportunity to receive free eye exams and glasses when needed. Staff Responsible for Monitoring: Nurse Garcia, Wraparound specialist, SIMS, teachers, and Principal. Action Steps: Screen PK-5th yearly Keep a screening log/binder Refer students who fail vision tests Invite them to participate in the vision partnership program Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$250	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain organized and updated records of vision screening records Strategy's Expected Result/Impact: Campus will be in compliance as for medical records. In addition, students medical records will be utilized when needed for sped referral process like initial IAT meetings. Staff Responsible for Monitoring: Nurse Garcia, Wraparound specialist, SIMS, teachers, and Principal. Action Steps: Designate a location to keep private records Cross train personnel to be able to generate reports when requested Keep documentation and records updated and organized Title I: 2.4, 2.5, 2.6 Funding Sources: resources, furniture, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$450	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 3 Details	Reviews			
Strategy 3: Send out vision referrals in a timely manner to address student's medical need for glasses. Strategy's Expected Result/Impact: All students will have a vision screening and the possibility to receive free grasses for their daily use. Staff Responsible for Monitoring: Nurse Garcia, Wraparound specialist, SIMS, teachers, and Principal. Action Steps: Enroll in the vision field trip experience Fund the participation fees Document students' who received the service Follow up next year Title I: 2.4, 2.5, 2.6 Funding Sources: Clinical materials, supplies, personnel. - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$400	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				











Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 16, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Mrs. Garcia

Estimated number of students to be screened: 450

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: The nurse will start screening at the beginning of September and will complete 1st grade, 3rd , and 5th grades before winter semester ends. Strategy's Expected Result/Impact: All eligible students will have their data and results logged into the system HOA Staff Responsible for Monitoring: Nurse Garcia Action Steps: Schedule screening session in September. Refer cases as needed Follow up with the monitoring as needed Title I: 2.4, 2.5, 2.6 Funding Sources: Materials, supplies. - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$250	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details	Reviews			
Strategy 2: Maintain organized and updated records of hearing screening records Strategy's Expected Result/Impact: Campus will be in compliance as for medical records. In addition, students medical records will be utilized when needed for sped referral process like initial IAT meetings. Staff Responsible for Monitoring: Nurse Garcia, Wraparound specialist, SIMS, teachers, and Principal. Action Steps: Designate a location to keep private records Cross train personnel to be able to generate reports when requested Keep documentation and records updated and organized Title I: 2.4, 2.5, 2.6 Funding Sources: Personnel, resources, supplies. - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$300	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Send out hearing referrals in a timely manner to address student's medical needs. Strategy's Expected Result/Impact: Students will be determined if they need any hearing device to help them during classroom academic activities Staff Responsible for Monitoring: Nurse Garcia, Wraparound specialist, SIMS, teachers, and Principal. Action Steps: Refer students to THROgers who needed Fund the participation fees Document students' who received the service Follow up next year Title I: 2.4, 2.5, 2.6 Funding Sources: Materials, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$300	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


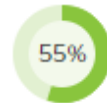





Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Mrs. Garcia

Estimated number of students to be screened: 285

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Receive and review student's medical reports Strategy's Expected Result/Impact: Identification of students that may qualify for service under Session 504 Staff Responsible for Monitoring: Nurse Mrs. Garcia and RTI/IAT Committee. Action Steps: Establish a medical documentation parent delivery system. Nurse Garcia, RTI/IAT lead, and SpEd Coordinator will receive medical documentation. Identified medical condition will be addressed according to the guidelines. Title I: 2.4, 2.5, 2.6 Funding Sources: Materials, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$250	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create a schedule to monitor and serve students with diabetes. Administer medication when needed and according to medical documents Strategy's Expected Result/Impact: Maintain student's health and avoid diabetes related crisis. Staff Responsible for Monitoring: Nurse Mrs. Garcia and nurse back-up trained personnel, campus administration Action Steps: Review student's medical report Communicate with parents Inform student's caregivers about medical conditions and treatment plans Monitor student's medical conditions Title I: 2.4, 2.5, 2.6 Funding Sources: Resources, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$300	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Promote a community health and fitness campaign through FACE personnel to educate about eating habits and nutrition Strategy's Expected Result/Impact: School community will be more aware of eating alternatives to make better choices about food intakes Staff Responsible for Monitoring: FACE, Communities in school, Nurse Garcia, Mrs. Valdez, coach Cayton, Coach Jaime. Action Steps: Coordinate health and fitness event with responsible personnel Present plan to faculty and staff, and school community Implement the plan Celebrate achievements by the end of the first and second semesters Title I: 2.4, 2.5, 2.6 Funding Sources: Resources, supplies, and personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$300	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


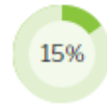

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 10, 2023.











Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Nurse, Maria S. Garcia will screen Bonner 5th grade female students.







Strategy 1 Details	Reviews			
Strategy 1: Screening will take place in Feb 2023 Strategy's Expected Result/Impact: Identify 5th grade females that may need referrals. Staff Responsible for Monitoring: Nurse Garcia Action Steps: Schedule spinal screening beginning in January Document results Refer as needed Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$250	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 2 Details	Reviews			
Strategy 2: Send out spinal referrals in a timely manner to address student's medical needs. Strategy's Expected Result/Impact: Students will be determined if they need additional referrals to address more complex cases of Spinal conditions. Staff Responsible for Monitoring: Nurse Garcia, Wraparound, and social worker Action Steps: Screen 5th grade female students Send referrals to parents Follow up with parents for additional or off campus referrals Document procedures. Title I: 2.4, 2.5, 2.6 Funding Sources: Resources, supplies, and personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$400	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Follow up on Spinal referrals Strategy's Expected Result/Impact: Medically compromised students will be closely monitored and referred for further medical assistance Staff Responsible for Monitoring: Nurse Garcia, Wraparound, and social worker Action Steps: Screen 5th grade female students Send referrals to parents Follow up with parents for additional or off campus referrals Document procedures. Title I: 2.4, 2.5, 2.6 Funding Sources: Resources, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$300	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team




Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.











Strategy 1 Details	Reviews			
Strategy 1: Nurse will keep proper documentation on medications administered to students. Strategy's Expected Result/Impact: All medication administration will be properly and safely administered. Staff Responsible for Monitoring: Nurse Garcia, and Ms. Sarmiento. Action Steps: Maintain proper logs of administered medication Inform all related staff on students that are currently receiving their medication on campus. Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Nurse will set up a schedule on students that need medication during school hours. Strategy's Expected Result/Impact: Students will prevent any medical crisis due to lack of timely administered medication Staff Responsible for Monitoring: Nurse Garcia and nurse's back up. Action Steps: Create monitoring schedule to provide prescribed medication to qualified students Keep records of interventions Update medication as appropriate Title I: 2.4, 2.5, 2.6 Funding Sources: Materials, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Nurse will communicate with parents regarding medication effectiveness and possible updating depending on effects Strategy's Expected Result/Impact: Students will prevent any medical crisis due to lack of timely administered	Formative			Summative
	Nov	Jan	Mar	June

<p>medication</p> <p>Staff Responsible for Monitoring: Nurse Garcia and nurse's back up.</p> <p>Action Steps: Create monitoring schedule to provide prescribed medication to qualified students Keep records of interventions Update medication as appropriate</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Materials, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200</p>				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.














Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Mrs. Garcia, Principal Casquete
Number of AEDs on campus: 3

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain and implement a check up AED monthly schedule to ensure that each device is properly working.</p> <p>Strategy's Expected Result/Impact: Campus is better prepared to respond to any emergency that may arise.</p> <p>Staff Responsible for Monitoring: Nurse Garcia, Project Adam's members, Principal</p> <p>Action Steps: Monitor AED monthly Keep logs and report</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Report AED malfunctions to Health and Medical Services Strategy's Expected Result/Impact: Campus will be better prepared to respond to medical crisis. Staff Responsible for Monitoring: Nurse Garcia, Project Adams Team, Crisis Intervention Team Action Steps: Keep records of monthly check-ups Report and document any equipment malfunctioning Title I: 2.4, 2.5, 2.6 Funding Sources: Resources, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Submit equipment reports to Health and Medical Services by the end of the school year Strategy's Expected Result/Impact: Campus will be better prepared to respond to medical crisis. Staff Responsible for Monitoring: Nurse Garcia, Project Adams Team, Crisis Intervention Team Action Steps: Keep records of monthly check-ups Report and document any equipment malfunctioning Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 8: 100% of the campus AED devices will be fully operational during the school year

Evaluation Data Sources: Three (3) AED units.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that the Project Adams and Crisis Intervention teams, faculty and staff are aware of the devices locations. Strategy's Expected Result/Impact: Response to intervention teams are ready and prepared to address any medical crisis Staff Responsible for Monitoring: Nurse Garcia, Project Adams Team, Crisis Intervention Team Action Steps: Train all personnel during pre-service and remind them during faculty meeting Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies, materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$250	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Report malfunctioning devices to Health and Medical Services. Strategy's Expected Result/Impact: Campus will be better prepared to respond to medical crisis. Staff Responsible for Monitoring: Nurse Garcia, Project Adams Team, Crisis Intervention Team Action Steps: Conduct month check up of AED Identify campus location where AEDs are placed Document monthly check ups. Title I: 2.4, 2.5, 2.6 Funding Sources: Resources, supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Have adequate CPR and AED trained personnel to address emergency crisis Strategy's Expected Result/Impact: Campus will be better prepared to respond to medical crisis. Staff Responsible for Monitoring: \Nurse Garcia, Project Adams Team, Crisis Intervention Team Action Steps: Schedule CPR Training every two years for selected personnel Identify campus location where AEDs are placed Document monthly check ups and emergency crisis Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies, AEDs, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$300	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)




The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement











Measurable Objective 1: SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 22, 2022.

Evaluation Data Sources: Screening records for all applicable students completed by SCHOOL NURSE: Mrs. Garcia

Estimated number of students to be screened: 450

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Maintain a monitoring system to identify students that need referrals for vision, hearing, spinal, and acanthosis</p> <p>Strategy's Expected Result/Impact: All students determined to have a medical need will be referred accordingly</p> <p>Staff Responsible for Monitoring: Nurse Garcia, Wraparound specialist, SIMS, teachers, and Principal.</p> <p>Action Steps: Screen PK-5th yearly Keep a screening log/binder Refer students Invite them to participate in medical program offered by the district and the city</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Materials, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$300</p>				

Strategy 2 Details	Reviews			
Strategy 2: Implement the Fitness Gram program to educate students on how to monitor their blood pressure and heart beat Strategy's Expected Result/Impact: Students will have a better understanding of their physical conditions Staff Responsible for Monitoring: PE Coaches, Nurse Garcia, Campus administrators. Action Steps: Coordinate Fitness Gram course with PE teachers Monitor implementation Document student's participation Inform teachers of record about the Fitness Program Title I: 2.4, 2.5, 2.6 Funding Sources: Materials, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$250	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Bonner will engage parent in Nutrition Classes Strategy's Expected Result/Impact: Parents and students will be exposed to healthy eating habits by attending monthly nutrition classes Staff Responsible for Monitoring: Wraparound specialist, kitchen manager, PE teachers, campus administrators Action Steps: Contact FACE representative to collaborate with Title I chairperson, Mrs. Valdez, Wraparound specialist, and other personnel Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies, personnel - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$300	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 112 Bonner Elementary School

Total SCE Funds: \$7,973.00

Total FTEs Funded by SCE: 2.3

Brief Description of SCE Services and/or Programs

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Personnel for 112 Bonner Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adriana Martinez	Teacher, Fourth Grade	0.5
Akilah Woods	Teacher, First Grade	0.8
Maria Garza	Teacher, First Grade	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by Principal, Mr. Casquete, Administrative Assistant, Mrs. Perez, Teacher Coordinator, Mrs. Valdez. We met at our campus conference room to analyze the Title I budget allocation. We identified personnel's salaries that were funded with Title I money. We also analyzed our English Learners Data and decided on resources and services that we need to provide to increase our student's academic gains.

Programs and resources funded by Title I:

Ms. Munive

Math and Reading resources

Tutorials

professional development training

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

After the SIP was developed by the leadership team, the principal present the SIP to the SDMC committee. After the SDMC approve of the plan, the principal presents the SIP to the faculty and staff. After the SIP is approved by 2/3, the SIP is presented to the community through Chat with the principal.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations:

Bonner website and hard copies by request.

The SIP was made available to parents by:

The principal

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these school wide reform strategies:

Our campus provide opportunities for students to meet the TEKS by providing small group intervention to work with the different tiers of students. We also provide the Accelerated Learning program to help close learning gaps for the students who did not pass STAAR last year. We also provide after school and Saturday tutorials for the students who need extra support to meet the TEKS.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

This year we will provide professional development for the teachers who need to maximize instructional time in their classroom. We will include small group instruction to ensure we are targeting the different learners in the classroom. This year we will recognize the different holidays that are observed throughout the year.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
 - > We are being intentional with our PLC by ensuring the teachers can take some applicable strategies back to their classroom
 - > The teacher specialists will provide coaching to teachers based on classroom observation
 - > Teachers have the opportunity for AT BATS
- Proficient Tier I explicit instruction taking place in all content areas:
 - > Teachers are accountable for tracking their student's data and for identifying the students who can reach Master's academic performance on STAAR assessment
- Small Group Instruction based on student data needs:
 - > This year our goal is to implement small group instruction in all classrooms. Teachers will share their small group schedules and have the opportunity to visit classrooms with effective small group instruction

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Campus administration will conduct periodic and annual evaluation of the effectiveness of the strategies and achievements of schoolwide SIP implementation.

4. Parent and Family Engagement (PFE)

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 9, 2022 5:00 pm
- Meeting #1 Alternate - September 21, 2022 4:40 pm
- Meeting #2 - October 13, 2022 8:30 am
- Meeting #2 Alternate - October 14, 2022 1:30 pm
- Meeting #3 - November 17, 2022 8:30 am
- Meeting #3 Alternate - November 18, 2022 4:45 pm
- Meeting #4 December 15, 2022 8:30am
- Meeting #4 December 16, 2022 1:30 pm.
- Meeting #5 January 19, 2023 8:30 am
- Meeting #5 Alternate - January 20, 2023 4:45 pm
- Meeting #6 February 16, 2023 8:30am
- Meeting #6 Alternate - February 17, 2023 1:30pm
- Meeting #7 March 23, 2023 8:30am
- Meeting #7 Alternate March 24, 2023 4:45pm
- Meeting #8 April 18, 2023 1:30pm
- Meeting #8 April 20, 2023 1:30pm
- Meeting #9 May 18, 2023 8:30 am
- Meeting #9 May 19, 2023 4:45pm

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittany Munive	Parent Engagement Representative		1.0
Jenna Robertson	Teacher, Kindergarten		1.0

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Materials, supplies, and personnel	6300 - Supplies and Materials	\$2,500.00
1	1	1	2	Materials, supplies, and personnel	6300 - Supplies and Materials	\$2,500.00
1	1	1	3	Materials, supplies, personnel	6300 - Supplies and Materials	\$2,500.00
2	1	1	1	Materials and personnel	6300 - Supplies and Materials	\$2,000.00
2	1	1	2	Materials and personnel.	6300 - Supplies and Materials	\$2,000.00
2	1	1	3	Material and personnel	6300 - Supplies and Materials	\$2,000.00
2	2	1	1	Supplies, materials, personnel	6300 - Supplies and Materials	\$2,000.00
2	2	1	2	Materials, supplies, personnel	6300 - Supplies and Materials	\$2,000.00
2	2	1	3	Materials, supplies, personnel.	6300 - Supplies and Materials	\$2,000.00
5	1	1	1	Materials, supplies, personnel	6300 - Supplies and Materials	\$2,000.00
5	1	1	2	Materials, supplies, personnel	6300 - Supplies and Materials	\$2,000.00
5	1	1	3	Materials and supplies	6300 - Supplies and Materials	\$1,500.00
5	2	1	1	Materials, supplies	6300 - Supplies and Materials	\$400.00
5	2	1	2	Materials, supplies, personnel	6300 - Supplies and Materials	\$300.00
5	2	1	3	Materials and supplies	6300 - Supplies and Materials	\$250.00
5	3	1	2	Materials, personnel, supplies	6300 - Supplies and Materials	\$400.00
5	5	2	3	Personnel	6100 - Payroll	\$1,000.00
5	7	1	1	Materials. supplies.	6300 - Supplies and Materials	\$300.00
5	7	1	3	Supplies, resources, personnel	6300 - Supplies and Materials	\$400.00
5	7	2	1	Supplies	6300 - Supplies and Materials	\$250.00
5	7	2	2	resources, furniture, supplies, personnel	6300 - Supplies and Materials	\$450.00
5	7	3	1	Materials, supplies.	6300 - Supplies and Materials	\$250.00
5	7	3	2	Personnel, resources, supplies.	6300 - Supplies and Materials	\$300.00
5	7	3	3	Materials, supplies, personnel	6300 - Supplies and Materials	\$300.00
5	7	4	1	Materials, personnel	6300 - Supplies and Materials	\$250.00
5	7	4	2	Resources, supplies, personnel	6300 - Supplies and Materials	\$300.00
5	7	4	3	Resources, supplies, and personnel	6300 - Supplies and Materials	\$300.00

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	7	5	1	Supplies, personnel	6300 - Supplies and Materials	\$250.00
5	7	5	2	Resources, supplies, and personnel	6300 - Supplies and Materials	\$400.00
5	7	5	3	Resources, supplies, personnel	6300 - Supplies and Materials	\$300.00
5	7	6	1	Supplies	6300 - Supplies and Materials	\$200.00
5	7	6	2	Materials, personnel	6300 - Supplies and Materials	\$200.00
5	7	6	3	Materials, supplies, personnel	6300 - Supplies and Materials	\$200.00
5	7	7	1	Supplies	6300 - Supplies and Materials	\$250.00
5	7	7	2	Resources, personnel	6300 - Supplies and Materials	\$200.00
5	7	7	3	Supplies, personnel	6300 - Supplies and Materials	\$200.00
5	7	8	1	Supplies, materials	6300 - Supplies and Materials	\$250.00
5	7	8	2	Resources, supplies, personnel	6300 - Supplies and Materials	\$200.00
5	7	8	3	Supplies, AEDs, personnel	6300 - Supplies and Materials	\$300.00
5	8	1	1	Materials, personnel	6300 - Supplies and Materials	\$300.00
5	8	1	2	Materials, personnel	6300 - Supplies and Materials	\$250.00
5	8	1	3	Supplies, personnel	6300 - Supplies and Materials	\$300.00
Sub-Total						\$34,250.00
1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	3	1	Materials, supplies, personnel	6300 - Supplies and Materials	\$1,000.00
5	7	2	3	Clinical materials, supplies, personnel.	6300 - Supplies and Materials	\$400.00
Sub-Total						\$1,400.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	1	Materials, personnel,	6300 - Supplies and Materials	\$300.00
Sub-Total						\$300.00
1991010005 - General Fund - Career & Tech Ed (CTE)						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	1	Materials, supplies.	6300 - Supplies and Materials	\$500.00
Sub-Total						\$500.00

1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	1	Materials, supplies, personnel	6300 - Supplies and Materials	\$1,500.00
5	5	1	2	Materials, supplies, personnel	6300 - Supplies and Materials	\$1,000.00
5	5	1	3	Materials, supplies, personnel.	6300 - Supplies and Materials	\$1,000.00
Sub-Total						\$3,500.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	Materials, supplies, personnel.	6300 - Supplies and Materials	\$2,500.00
4	1	1	2	Materials, supplies, personnel	6300 - Supplies and Materials	\$2,500.00
4	1	1	3	Materials, supplies, personnel.	6300 - Supplies and Materials	\$2,500.00
5	4	1	1	Materials, supplies, personnel	6300 - Supplies and Materials	\$1,000.00
5	4	1	2	Personnel	6100 - Payroll	\$600.00
5	4	1	3	Personnel	6300 - Supplies and Materials	\$500.00
5	5	2	1	Materials, supplies, personnel	6300 - Supplies and Materials	\$1,500.00
5	5	2	2	Materials, supplies, personnel	6300 - Supplies and Materials	\$1,000.00
5	5	3	2	Personnel	6300 - Supplies and Materials	\$600.00
5	5	3	3	Personnel and materials	6300 - Supplies and Materials	\$500.00
Sub-Total						\$13,200.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	2	Materials, supplies, personnel	6200 - Contracted Services	\$3,000.00
3	1	1	3	Materials, supplies, personnel.	6300 - Supplies and Materials	\$1,500.00
5	3	1	3	Supplies, materials, personnel.	6300 - Supplies and Materials	\$500.00
5	6	1	1	Materials	6300 - Supplies and Materials	\$600.00
5	6	1	2	Materials	6300 - Supplies and Materials	\$100.00
5	6	1	3	Supplies, materials, and personnel	6300 - Supplies and Materials	\$1,000.00
5	7	1	2	Personnel, Supplies, and materials	6300 - Supplies and Materials	\$500.00
Sub-Total						\$7,200.00