

Laredo Independent School District
Christopher M. Macdonell Elementary School
2018-2019 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

C. M. Macdonell Elementary is located in west Laredo serving approximately 600 students. The student body is comprised of 99% Hispanic, 99.7% economically disadvantaged, 78% At Risk and 77% Limited English Proficient students. The school has high mobility of students enrolling and withdrawing within the year. There are frequently new entries directly from their native country of Mexico with no prior schooling. Our campus has an Assist Unit for students with behaviors which impede their learning. Currently we serve 33 students through Special Education services, 20 students with 504s and 12 students with characteristics of dyslexia.

All teachers at Macdonell are fully certified in their content or grade level. Teachers are either bilingually certified as the teacher of record or a plan has been established to assist them in completing their pending certification. Staff turnover last year was 10%, 7 out of 67 staff members left due to retirement, promotion, transfer, resignation or nonrenewal. This year, one teacher received a promotion. As of right now, no other staff members have confirmed leaving the campus. District initiatives to support the recruitment of highly qualified staff to replace these teachers include teacher attendance incentives, on going district and campus staff development and mentoring. Other support systems include teacher of the month awards and collaborative planning.

Demographics Strengths

The majority of students at C.M. Macdonell Elementary are Hispanic and their primary language spoken at home is Spanish. An emphasis is placed on acquiring the language through an Early Transition Model. Bilingual teachers are role models for the use of English and provide support in Spanish on an individual basis. The students benefit from building a strong foundation in both languages and will have more opportunities afforded to them as a bilingual speaker.

Through our weekly collaborative planning sessions, grade level teachers share lessons, activities, and instructional strategies to strengthen their instructional delivery. At the beginning of the year, vertical planning helped to build cohesive content related teams between grade levels. The collaboration between teams helps the members feel supported. Team members conducted learning walks to observe other teachers and teaching practices. Some teachers have followed through and implemented 7 Habits of Happy Kids. Teacher aides are sponsors from some of the PIE enrichment activities and have become more involved with the teaching aspect of their positions. The computer lab manager has a Music teaching degree and an aptitude for video recording and editing. He assists the choir, ukelele and VBrick. One of our teacher aides has a degree in Art, she instructs students in the art club. We are finding the hidden talents of our staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: C.M. Macdonell students require daily differentiation to accelerate learning and language development. Differentiation must occur on a daily basis including small group, one to one instruction, focused guided reading, print rich environments, daily skilled targeted lessons, vocabulary instruction, daily journal writing, spiraling of skills in all academic areas, inquiry and collaborative learning **Root Cause:** Students with limited English language need opportunities to use the English language, reinforce academic vocabulary to strengthen skills in listening, speaking, reading and writing in English.

Problem Statement 2: All C.M. Macdonell students do not attend school on a daily basis. The attendance rate is not consistent from day to day. There seems to be trends of high absences on Mondays and Fridays. **Root Cause:** Parents and students are not motivated or do not see the importance to attend school daily and on time.

Problem Statement 3: C.M Macdonell has a relatively high level of students who are identified as At Risk based on the 13 indicators. **Root Cause:** The majority of students identified as at risk are due to Limited English Proficiency, reading readiness, or retention.

Problem Statement 4: Student behavior negatively impacts instruction and disrupts the learning environment. Staff development is needed for cooperative learning and classroom management. **Root Cause:** Students are not meeting expectations of appropriate behavior due to a variety of reasons including, but not limited to, lack of knowledge, experience or training, limited inaction of staff, lack of explicit teaching of expected behaviors.

Student Academic Achievement

Student Academic Achievement Summary

This year, preliminary scores on CBA benchmarks indicate growth in all grade levels and subjects areas of **STAAR. STAAR RESULTS AND DISTICTION SUMMARY**

We also anticipate achieving the 90% district goal for **Rigby and TPRI assessments in Kinder, First and Second based on the data.**

At this point, 81% of our students are on target to meet district goals for **Accelerated Reader**. Last year, our school ended the year at 91% and we believe this will be acheived this year as well.

TELPAS DATA- PENDING

2016-2018 STAAR Scores

3rd						4th						5th											
Reading			Math			Reading			Math			Writing			Reading			Math			Science		
2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
66	72		81	68		67	68		61	80		65	61		69	74		76	72		73	72	
GOAL 1: Accelerated Reader Goal Acheivement						15-16		16-17		17-18													
1 st						86%		98%															
2 nd						77%		98%															
3 rd						50%		78%															
4 th						63%		96%															
5 th						66%		81%															

GOAL 1: Rigby	15-16	16-17	17-18	17-18 District Avg
Kindergarten	79%	82%		
1 st	72%	81%		
2 nd	69%	84%		

GOAL 1: TPRI	15-16	16-17	17-18	17-18 District Avg
Kindergarten	92%	88%		
1 st	91%	92%		
2 nd	89%	91%		

GOAL 1: TELPAS	15-16	16-17	17-18
	Made 1 or more level gains	Made 1 or more level gains	Made 1 or more level gains
1 st	82%	81%	
2 nd	74%	71%	
3 rd	66%	76%	
4 th	44%	43%	
5 th	56%	53%	

Student Academic Achievement Strengths

Preliminary scores on CBA tests all grade levels and subjects indicate students are making gains. Data scores and failure reports from each six weeks are closely monitor and analyzed to ensure that progress is made to achieve end of the year goals. Students have been closely monitored during RtI meetings, interventions have been implemented and students who were not making progress were refer for testing. We increased the number of students who are receiving Dyslexia services and accommodations from 3 at the beginning of the year to 12 and additional students are pending testing. We also have referred a number of students for Special Education Services and Reevaluations to ensure we are meeting their needs. Due to the addition of a second FTE for Special Ed Resource position, we have been able to conduct instruction for Special Education students in the regular ed classroom, thus ensuring they receive on level instruction with accommodations.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELL students struggle; especially in Literacy-Reading and Writing areas. **Root Cause:** Students with limited English language need opportunities to use the English language, reinforce academic vocabulary to strengthen skills in listening, speaking, reading and writing in English.

Problem Statement 2: Students are unprepared for school when arriving at school. They often do not have the fundamentals of letter recognition, sounds, and are unable to write their name. This is not only a deficiency in primary levels, PK3, PK4 and Kinder, where it would be expected, but also in 2nd and 3rd grade. **Root Cause:** Students have not been exposed to letters, sounds and letter formation at home and have limited or no prior schooling.

School Processes & Programs

School Processes & Programs Summary

C.M. Macdonell focus on the Texas Assessment of Knowledge and Skills (TEKS) standards, intergrated with technology, individual student intervention plans, and system-wide pattern of improvement in teaching and learning. The rigor and relevance framework is embedded in all content areas, with an emphasis on student engagement, progress monitoring and differentiated, effective teaching practices.

All teachers at Macdonell are fully certified in their content or grade level. Teachers are either bilingually certified as the teacher of record or a plan has been established to assist them in completing their pending certification. Staff turnover last year was 10%, 7 out of 67 staff members left due to retirement, promotion, transfer, resignation or nonrenewal. This year, one teacher received a promotion. As of right now, no other staff members have confirmed leaving the campus. District initiatives to support the recruitment of highly qualified staff to replace these teachers include teacher attendance incentives, on going district and campus staff development and mentoring. Other support systems include teacher of the month awards and collaborative planning.

All PK3, PK4 and Kindergarten classes are self contained, 1st and 2nd are semi-departmentalized and 3rd, 4th and 5th grades are departmentalized. Interventions are built into the daily schedule to maximize instructional time. Master schedules are created at the beginning of the year. Special education creates their schedules based on grade level schedule and student needs. This has been flexible as classes are regrouped to meet student needs.

One hundred percent of the teachers have completed their required hours of technology professional development. The technology plan addresses integrated technology as an effective tool for learning. Students are exposed to technology through desktops, IPADS and digital textbooks in the classroom. Campus initiatives include the use of digital journaling and Kahoot as well as the VBrick announcement system to increase student engagement and technology use. Students have access to multiple intervention- Smarty Ants, I Station, Lexia, IXL and Think Through Math. Teachers and students are provided with online library resources.

School Processes & Programs Strengths

C. M. Macdonell follows the TEKS Resource System and LEAD district curriculum in all content areas, which is aligned to student needs and state requirements. The curriculum is rigorous and promotes critical thinking. Region One support in the areas of Reading, Writing, and Math were provided and will continue for the upcoming school year to assist in lesson preparation and delivery, resource alignment, and differentiated activities. Excellent teaching primary levels set most students with a foundation in reading. The Literacy Enrichment Center is an excellent resource for our student who struggle with reading.

Through our weekly collaborative planning sessions, grade level teachers share lessons, activites, and instructional strategies to strenghen their instructional delivery. At the beginning of the year, vertical planning helped to build cohesive content related teams between grade levels. The collaboration between teams helps the members feel supported. Team members conducted learning walks to observe other teachers and teaching practices. Some teacher have followed through and implemented 7 Habits of Happy Kids. Teacher aides are sponsors from some of the PIE enrichment activites and have become more

involved with the teaching aspect of their positions. The computer lab manager has a Music teaching degree and an aptitude for video recording and editing. He assists the choir, ukelele and VBrick. One of our teacher aides has a degree in Art, she instructs students in the art club. We finding the hidden talents of our staff members.

High expectations and teamwork are emphasized for all. Planning and learning time is maximized to ensure rigorous instruction is delivered developing the whole child to meet real world challenges. Grade levels assist on creating classes for the next year. The leadership team establishes a calendar planning, fundraisers and sponsors for the next year's events.

C.M. Macdonell has fully functioning computers, LCD projectors, document cameras, laptop/IPAD carts, etc. which are used by teachers to deliver lessons and enhance their instruction. Teachers have transitioned into submission of lesson plans in One Note. Communication through messenger with parents and remind with staff and parents help to ensure all are aware of upcoming events and decisions. Students respond well to learning new technology. Two teachers have implemented SeeSaw a digital porfolio which allows students to post their work and parents can view online and comment. One of the teachers is an ambassador and has agreed to share her knowledge with staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students struggle with academic vocabulary, reading on grade level and critical thinking. **Root Cause:** Students with limited English language and/or high mobility need opportunities to use language and strengthen skills in listening, speaking, reading and writing.

Problem Statement 2: Grade level assignments, planning and instructional strategies need consistency and time to develop. Learning time in subjects must be maximized. **Root Cause:** Teachers need additional training on time management and classroom managment.

Problem Statement 3: Teachers have limited variety of integration of instructional use of technology. **Root Cause:** Additional training and upgrades to replace out of date equipment is needed.

Problem Statement 4: Technology and equipment throughout the campus must continue to be upgraded and expanded. **Root Cause:** Lack of funds to replace equipment---grant writing team is needed.

Perceptions

Perceptions Summary

At the beginning of each year, the staff reviews and revises the vision for the campus to ensure all faculty members are focused on the goals of the campus. Discipline data from previous years showed a 16% decrease in the number of referrals last year. According to PEIMS data, we had 54 infractions from 23 students. Thirty-three percent of the referrals were from Special Education students, primarily from the units. Channels of communication are open and constant throughout the school year. Staff development is centered on collaboration, building instructional capacity, and meeting student needs. Teacher-parent sessions and frequent meetings are provided to keep parents involved and informed.

There is a growing number of parents and community volunteers. This year we started with 12 volunteers and currently have 96 volunteers. Teachers, support staff, parents and students are involved in campus events, extracurricular activities, academic fairs, parent meetings and parent sessions.

Perceptions Strengths

Administration is positive and supportive, ensuring high expectations for all lead to achievement of goals. Teachers and staff are dedicated and hardworking. They work collaboratively to ensure student learning and a rigorous, engaging curriculum is the top priority. Teachers receive weekly agendas to keep everyone informed of upcoming events. Students have begun to enjoy different enrichment activities during morning PIE and extra curricula activities; Passport Around the World, Chess, Dance Team, Basketball, Soccer, Volleyball, Track, Robotics, Art, Ecofriends, National Elementary Honor Society, Robotics and Coding, Choir, Orff Ensemble, Ukeleles, Hawk Newsletter, and VBrick. These are great opportunities for students to be involved in school and build leadership skills.

Open communication exists between parents, school and community by monthly newsletters and use of the Remind app and School Messenger. Parents at Macdonell support their children's education. Many students participate in after school tutoring, Saturday tutoring, and family reading events. This year we have an increase of community support; Judge Victor Villarreal was a guest reader during Reading Night and donated hams for our custodians, Border Skulls Motorcycle Club donated 26 bicycles for students, Mr. Vargas supports our Accelerated Reader Program, Mr. Longoria with Holding Institute supplied food items for families and staff, Viera Rentals supplied cotton candy for Reading Night, EAT (Emergency Assistance Team) donated Thanksgiving Meals for twenty families, Judge Hugo Martinez reads monthly to a struggling third grade class, HEB Read 3 program for parents of 2 1/2 to 4 year olds educate parents on nutrition and reading skills, a partnership with TAMIU, GATEWAY and Border Region Behavioral Health Center provides a health clinic and monthly Cafecitos with the Principal bring community resources which are available for our families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus has a relatively high mobility rate and needs to have a set procedure to quickly build relationships and establish the

needs of the students. We do not currently have a support system in place for new students. **Root Cause:** A clear procedure needs to be set for new students to feel welcomed to the campus. Staff and students need to be identified and system created.

Problem Statement 2: Students rely on the teacher for instruction, direction, goals and materials. A focus will be placed on building student character and promoting success and literacy. Students need to think critically about problems and create their own solutions. Students need to design their own personal goals and plan of action. **Root Cause:** Students need to take ownership of their learning and become more responsible and independent.

Problem Statement 3: Students continue to report bullying situations. **Root Cause:** The campus needs a set curriculum for learning social norms, problem solving with respect, and how to avoid bullying.

Problem Statement 4: Students continue to have office referrals and display misbehaviors which disrupt the learning environment. **Root Cause:** The campus will review and amend the campus behavior management plan.

Problem Statement 5: There continues to be limited parental involvement in student academics. **Root Cause:** Parents are usually motivated to participate when there are tangible incentives. Limited resources are available to provide parents with tangible items.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: January 18, 2018

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 1: LISD will offer all students a rigorous, visible, interdisciplinary curriculum to ensure that all students demonstrate a yearly increase on state assessments.


Domain I Score will increase from a 72 to 80.

(See Plan Addendum)

Evaluation Data Source(s) 1: TAPR Reports -STAAR/EOC
 TELPAS Reports
 PBMAS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>PBMAS</p> <p>1) The C.M. Macdonell the leadership team will assist teachers by analyzing curriculum, data, and instruction to increase student learning in core content and tested areas.. The teams will meet weekly during PLC to discuss data- CPALLS, TPRI, Rigby Levels, STAAR, TELPAS, CBAs, Accelerated Reader reports, STAR Reading reports and Benchmarks to determine areas of concern and create plans of action to address needs.</p>	2.4, 2.5, 2.6	Instructional Support Facilitator Principal Assistant Principal Literacy Coach	Lesson Plans, Report Cards, Progress Reports, Walkthroughs, Failure Reports, DMAC Reports and Assessment Results				
<p>Funding Sources: 199 - General Fund: Operating (PIC 99) - 1000.00, 199 - General Fund: Bilingual (PIC 25) - 1000.00, 199 - General Fund: SCE (PIC 30) - 14600.00, 199 - General Fund: Basic Instruction (PIC 11) - 15384.00</p>							

2) C.M. Macdonell teachers will create anchor charts and visual instructional posters to reinforce their instructional through Make and Take sessions every six weeks.	2.5, 2.6	Principal Assistant Principal Instructional Specialist District Deans Literacy Coaches Bilingual Strategist Grade Level Teachers	Evidence of use walkthroughs and increase in scores				
3) C.M. Macdonell ELA teachers will implement a writing program to meet the needs of all students using Vocabulary Development, Word of the Week, Journal Writing, Word Walls/Academic Vocabulary, Small Group Instruction, Integration of Technology, Instructional Field Trips, Integration of Writing through Reading, Writing Instructional Bulletin Boards, Fundamental 5, and online resources. Interventions will also target at risk, GT, ELL, and SPED.	2.4, 2.5, 2.6	Principal Assistant Principal ELA teachers Instructional Specialist Literacy Coach District Deans	Increased achievement in Reading and Writing-TELPAS, STAAR,				
	Funding Sources: 199 - General Fund: SCE (PIC 30) - 1000.00						
4) C.M. Macdonell staff will purchase research based materials and supplies in all of the content areas in order to support standard based instructions to increase learning experiences for early childhood, special education, Lep, Migrant and GT students.	2.4, 2.5, 2.6	Principal Assistant Principal Bookkeeper	Financial reports show fiscal responsibility.				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 1585.00, 211 - ESEA Title I: Improving Basic Program - 500.00						
5) The C.M. Macdonell leadership team will be visible to monitor instruction and provide support as needed. Implementation of research-based instructional strategies will promote bell to bell learning in all core content areas. Instructional practices are expected to provide differentiated lessons for at risk, bilingual, and special education students to learn content and language acquisition.	2.4, 2.5, 2.6	Instructional Support Facilitator Principal Assistant Principal Literacy Coach	Lesson Plans, Report Cards, Progress Reports, Walkthroughs, Failure Reports, DMAC Reports and Assessment Results				
							

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 2: LISD will meet State/Region STAAR student progress measures annually.


Domain II Score will increase from Part A 68 to 77 and Part B 82 to 93.

Evaluation Data Source(s) 2: TAPR Reports -STAAR/EOC

TELPAS Reports

PBMAS

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell staff will utilize Data Management for Assessment and Curriculum to monitor student performance and plan interventions accordingly. RtI will be systematically implemented to meet student needs. Small group instruction, literacy coach and tutors will ensure every student makes at least one grade level of progress yearly.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist Literacy Coach Grade Level Teachers	Failure Reports, DMAC , Lesson Plans, Assessment Results				
2) C.M. Macdonell staff will analyze 2018 data results on assessments, develop a plan, and monitor student performance to ensure every student makes one year grade level improvement. The individualized plans will include prescriptive tutorials in the different content areas based on student needs.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist Counselor Grade Level Teachers	Increase in student's making at least one year's progress Failure Reports, DMAC and STAAR results				
Funding Sources: 199 - General Fund: SCE (PIC 30) - 5686.00							
3) C.M. Macdonell Administration, Instructional Specialist and Language Arts teachers will review and align Writing curriculum, materials, instruction and assessment for all students on a six week basis and will provide tutorials and writing academies for students to target revising, editing and written compositions.	2.4, 2.5, 2.6	Principal Assistant Principal ELA Teachers Instructional Specialist	Increased student achievement				
							

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.


Performance Objective 3: LISD will supplement Reading and Math instructional programs to meet the needs of all special population students in order to increase student achievement to Meets or Masters and close performance gaps.

Domain III Score will increase from 69 to 80. (See Plan Addendum)

Evaluation Data Source(s) 3: Texas Accountability Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell teachers and administration will disaggregate TEKS data during faculty and collaborative planning meetings in order to plan and deliver effective instruction. A. Documentation of data analysis will be included in data binders for review. B. Gradebook data will be reviewed every three weeks to determine remediation and tutorial changes.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Facilitator Grade Level Teachers	Noted increase in performance of students. Failure Reports, DMAC Reports, Assessment Results				
2) C.M. Macdonell teachers will implement RtI by providing Reading and Math Interventions, Super Saturday, and prescriptive after school tutorials for all student, in students and enhance the learning of on-grade level students. A. Students flagged according to past performance and grouped according to need and provided Tier II or Tier III instruction. B. PIE groups will be created based on student academic needs and interests. C. LEC groups will be created using the Master Schedule and student class schedules to maximize instructional time.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Facilitator Grade Level Teachers Literacy Coach	Failure Reports, Rigby Results, TPRI Results, DMAC reports, Assessment results, STAAR results				
Funding Sources: 199 - General Fund: SCE (PIC 30) - 3500.00, 211 - ESEA Title I: Improving Basic Program - 949.00							

3) C.M. Macdonell teachers will provide support to students identified as Gifted and Talented to increase the level of academic achievement by participate in public speaking presentations and Texas Performance Standards Projects. Every teacher who teaches GT students must comply with the yearly six hour updates to elevate the learning.	2.4, 2.5	Principal Assistant Principal Counselor Grade Level Teachers Instructional Specialist					
Funding Sources: 199 - General Fund: GT (PIC 21) - 208.00							
4) C.M. Macdonell teachers will participate in a Math vertical alignment planning to focus on the key areas student struggle. Teachers will incorporate Daily Math Activities (Problem of the Day), Vocabulary Word Wall, Anchor Charts, Educational Learning Centers, Hands On Activities,/Manipulatives, Thinking Maps, and Journal Writing during instruction.	2.4, 2.5, 2.6	Principal Assistant Principal Math Teachers Instructional Specialist	Increase in understanding of Math concepts and scores				
5) C.M. Macdonell teachers will conduct daily read alouds with accountable talk to increase comprehension. ELA teachers will instruction through Guided Reading groups to improve literacy and increase AR, TPRI, Rigby and STAAR assessment results.	2.4, 2.5, 2.6	Principal Assistant Principal Grade Level Reading teachers Instructional Specialist Literacy Coach District Deans as needed	Improve literacy and increase AR, TPRI, Rigby and STAAR assessment results.				
							


Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 4: LISD will supplement instructional programs to increase District and Campus Graduation Rate for all students and special populations. (Domain I & III) (See Plan Addendum)

Evaluation Data Source(s) 4: Texas Accountability Reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell will review and reevaluate the ARD process to correctly identify the most appropriate assessment for each special education student and whether the current IEP is meeting the needs of the students. ARD recommendations will be made and students will be placed in the most appropriate, least restrictive setting and provided effective instruction, resources and services. As a campus, we would like to move to more inclusion for our special education students.	2.6	Principal Assistant Principal Instructional Facilitator Grade Level Teachers Special Education Unit Teachers Special Education Coordinator Special Education Diagnostician	Increase in student's serviced in the regular education classroom with support.				
	Funding Sources: 199 - General Fund: Special Education (PIC 23) - 68.00						
2) C.M. Macdonell will establish a successful implementation of Accelerated Reader program and encourage all students to participate throughout the school year. Specific reading materials will be purchased for student subgroups including at risk, bilingual, and special education students. Campus AR participation will be promoted by: community partnerships to serve as reading mentors, building class libraries and promoting novel reading, rewards and incentives for students that meet their goal, upper grades will use Jr. Great Books to engage students in higher level reading discussions with inquiry based collaborative approach with integrates critical thinking, reading comprehension and allows for discussion and deeper appreciation for literature.	2.4, 2.5, 2.6	Principal Assistant Principal Intermediate level teachers	Increase in students reading on grade level				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 1943.00, 199 - General Fund: SCE (PIC 30) - 5500.00, 211 - ESEA Title I: Improving Basic Program - 2800.00						

3) C.M. Macdonell will utilize the Science Lab Manager to coordinate small group instruction and hands on instructional activities.	2.4, 2.5, 2.6	Principal Assistant Principal Science Teachers	Increase in student understanding of concepts and increase in scores.				
4) C.M. Macdonell staff will purchase materials, supplies and technology to support standard-based instruction and inquiry methods in all content areas for Special Education, LEP & Non Lep, migrant, and gifted and talented.	2.4, 2.5, 2.6	Principal Assistant Principal	Monthly financial reports, end of year reports, budget focused on needs of students.				
							

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.


Performance Objective 5: LISD will increase the Number of Students (Percent) meeting EL progress (Advancing a minimum of 1 English Language Proficiency Level on TELPAS). (Domain III)

Increase percent of students advancing at least one proficiency level from 48 % to 58%.

Evaluation Data Source(s) 5: TELPAS

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell teachers will implement SIOP strategies in order to promote active reading and increase at risk and LEP students' comprehension. A. Instructional Facilitator, Literacy Coach and Grade Level teachers will attend a training on effective strategies that can be implemented in their specific content areas. B. Teachers will be expected to model effective lessons, resource alignment and implementation of strategies to other team members. C. After school tutoring and Saturdays	2.4, 2.6	Principal Assistant Principal Instructional Facilitator Grade Level Teachers Literacy Coach Instructional Aides	Lesson Plans, Failure Reports, DMAC reports, Assessment Results, and Walkthroughs				
				Funding Sources: 199 - General Fund: Bilingual (PIC 25) - 22798.00			
2) C.M. Macdonell teachers will provide first year non English Speaking Student in grades 3-5 with intensive language and vocabulary acquisitions instruction based on their oral language proficiency levels and TELPAS composite ratings via SIOP strategies and Reach Program.	2.4, 2.6	Principal Assistant Principal Bilingual Strategist Classroom Teachers	TELPAS rating levels advancement				
3) C.M. Macdonell staff will administer the LAS Links and other bilingual reference norm tests to determine the progress of LEP students and determine whether they can be exited from the program.	2.4, 2.6	Principal Assistant Principal Counselor	Increased participation of at risk students on standardized assessments.				
				Funding Sources: 199 - General Fund: Bilingual (PIC 25) - 2000.00			
4) C.M. Macdonell librarian and teachers will utilize library books, supplies, software and technology devices to support instructional goals to address the needs of Special Education, LEP, Migrant, and GT students to make progress in reading levels.	2.4, 2.5, 2.6	Principal Assistant Principal	Monthly and end of year reports, assessment results should improve.				
				Funding Sources: 199 - General Fund: Bilingual (PIC 25) - 2500.00			


 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 6: LISD will increase the number of students having real life experiences related to career and college readiness as a means to close the gap (Domain I ; Domain III)

Evaluation Data Source(s) 6: Texas Accountability Reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell teachers will enhance the learning experiences of all students via instructional field trips, distance learning, and academic competitions that reinforce instruction and build students' background and vocabulary.	2.4, 2.6	Principal Assistant Principal Instructional Specialist Grade Level Teachers Counselors	Students will be exposed to educational opportunities not possible in a regular school setting.				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 4000.00							
							

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 7: LISD will meet State/Region participation rates in dual enrollment and/or Advanced Placement coursework on an annual basis (High School Only)

Evaluation Data Source(s) 7: TAPR Report

Summative Evaluation 7:

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.


Performance Objective 8: LISD will meet State/Region STAAR assessment performance rates to meet Performance-Based Monitoring Analysis System (PBMAS) standards annually.

District/Campus will improve staging on PBMAS to maintain or decrease staging from 1 to 0 in Bilingual, SpEd, CTE and ESSA. (See Plan Addendum)

Evaluation Data Source(s) 8: TAPR Reports-STAAR/EOC
PBMAS Reports

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Macdonell teachers will provide rigorous, relevant instruction to ELL, At risk, and Special Education students by implementing in class support and differentiated instruction for special populations in core content tested areas. Additional training will be provided through staff development especially focusing literacy, language and writing. We will continue to work with District SPED to meet the needs of students and ensure academic success.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Facilitator Teachers SPED Teachers	Increase in the number of students meeting one year growth on all areas of TELPAS				
2) C.M. Macdonell staff will work with the district Bilingual Department to develop instructional plans that meet the needs of ELL learners and ensure academic success through the Early Exit Transitional Model. Instruction, assessment and intervention will also be provided.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist Teachers Bilingual Strategist	Yearly growth in all TELPAS areas, increased amount of exited students				

3) C.M. Macdonell will utilize Special Education and Bilingual tutors to assist and provide in class support to at risk population.	2.4, 2.6	Principal Assistant Principal Special Education Teachers	Increased to				
4) C.M. Macdonell will continue to provide special education teachers with staff development training to meet the needs of all students with learning disabilities-inclusion, class IEP's Kurzweil, Learn Pads, Assistive Technology, Herman Method, Lexia, Reading, Prescriptive Interventions, DMAC, Science Hands on Activities.	2.4, 2.5, 2.6	Principal, Assistant Principal Instructional Specialist	Increased achievement for special education population				
							

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 9: LISD will increase the number of earned industry-recognized certifications through participation in CGTE program yearly.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.







Performance Objective 10: LISD will develop innovative instructional strategies and provide staff development to effectively integrate the teaching and learning of technology applications and skills within the curriculum.

Increase Domain I score from 72% to 80%.

Evaluation Data Source(s) 10: Staff Development Calendar/Sign In Sheets

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell teachers will implement a blended reading program utilizing guided reading instruction and technology. Technology which students have used and experienced success include: A/Z Reading, Smarty Ants, Accelerated Reader, Journeys, I Station, Lexia, IXL for Math and Science. Utilization of SeeSaw Digital Portfoli. Diagnostics will be performed to pinpoint the skills needed for success. SeeSaw will be used for instruction, assessment and parent participation.	2.4, 2.5, 2.6, 3.2	Principal Assistant Principal Instructional Specialist Grade Level Teachers Literacy Coach Campus Tech Trainer Computer Lab Manager and Paraprofessional	System Reports, Rigby Levels,				
Funding Sources: 199 - General Fund: SCE (PIC 30) - 3400.00							

<p>2) C.M. Macdonell teachers and staff will implement the District Technology plan across the curriculum to include (class page events, homework, internet resources, technology integrations, technology based interventions for at risk, bilingual, and special education students. Materials and equipment will be purchased to support district curriculum by providing hands on technology based resources to actively engage all at risk students.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal Instructional Specialist Grade Level Teachers Technology Teacher</p>	<p>More integration of technology in lessons and students. Students become more familiar and use technology on a daily basis.</p>				
<p>Funding Sources: 180 - E-Rate Fund - 50221.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

Performance Objective 11: LISD will effectively integrate the teaching and learning of technology applications and skills within the curriculum as per School Technology and Readiness (STaR) survey standards.

Improve or increase the number of teachers at proficient or higher from 22 to 32.

Evaluation Data Source(s) 11: STaR Survey

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell Technology Trainer will provide staff development for teachers and staff on software and equipment in technology applications/integration across the curriculum to improve student achievement using: Microsoft Office (Word, Powerpoint), Kahoot, Video Journaling, Video Conferencing, Excel and 365 email, DMAC, iPad integration, iPad basics, managing iPad cart, mimio interactive boards, and skyward grade book.	2.4, 2.5, 2.6	Principal, Assistant Principal Classroom Teachers Technology Trainer Librarian	Increase use of technology will motivate students to become more engaged in the lesson				
							

Goal 1: Laredo ISD establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.







Performance Objective 12: LISD will decrease the number of student retentions at Elementary and Middle School through specialized instructional support.

Campus Retention rate will decrease from 7 students to 0 students in May 2019.

Evaluation Data Source(s) 12: Failure Reports

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell Elementary teachers will utilize CPALLS, Rigby, and TPRI and dis-aggregate data to determine areas of need to drive instruction in the classroom.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist Literacy Coach Grade Level Teacher	Reduce retention in the primary levels				
2) C.M. Macdonell Elementary will monitor progress by data dis-aggregation, follow the RtI process, and implement intervention and enrichment programs.	2.4, 2.5, 2.6	Principal Assistant Principal Grade Level Teachers Counselor	Reduce retention in elementary				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 1: LISD will increase meet and/or exceed State/Region attendance rates on a yearly basis.

Campus will maintain or increase attendance rate from 95.9% to 98.0%.

Evaluation Data Source(s) 1: Attendance Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell staff will promote perfect attendance by : daily calls when absent from the attendance team, class incentive for perfect attendance, and incentive for individual perfect attendance each six weeks. Attendance officer and administration will make home visits for frequent absences and tardies. To promote attendance, academics and AR---Triple A, assessment performance and behavior through incentives and recognition in order to support student success.	2.4, 2.5, 2.6	Principal, Assistant Principal Attendance clerk Part Liaison Attendance officer	Attendance reports will show improvement				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 4500.00, 199 - General Fund: Operating (PIC 99) - 1000.00							
							

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 2: LISD will meet or decrease its dropout rate as compared to the annual State/Region drop out rates.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 3: LISD will increase the number of students who graduate on time, with college readiness distinction.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 4: LISD will implement a districtwide Discipline Management Plan which reinforces positive student behavior and reduces the number of student discipline referrals.


Decrease # of campus referrals from 54 to 30 infractions.

Special Ed. Students from 19 to 8.

Evaluation Data Source(s) 4: 425 Report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug

1) C.M. Macdonell administration and SPED teachers will monitor special education students receiving disciplinary action through intervention plans (BIPs and manifestation ARDs)	2.4, 2.5, 2.6	Principal Assistant Principal SPED teachers Regular Ed teachers Counselor Behavior Specialist	Compliance with BIPs will reduce the number of disciplinary issues				
Funding Sources: 199 - General Fund: Operating (PIC 99) - 200.00							
							

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 5: LISD Police Department will work with all stakeholders to insure a safe and secure environment.

Evaluation Data Source(s) 5:


Summative Evaluation 5:

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 6: LISD will develop civically-engaged students by increasing the number of students participating in in school/community activities. (I,e, National Honor Society, Student Council, or other organizations that are civic oriented)

Evaluation Data Source(s) 6: Membership reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) During state assessment days, all students in testing grades 3-5 will wear a STAAR tshirt to ensure to unite the testing community and promote a positive attitude.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Increased sense of pride in community and positive attitude.				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 500.00							
2) C.M. Macdonell will promote and support efforts to participate in community service as a measure of positive behavior through participation in: National Elementary Honor Society, Penny for Tennies, Food Bank Drive, Border Plex Recycling, United Way, Imaginarium, LCC Environmental Center, Hoops for Heart, Planetarium, McTeacher Night and Chuck E Cheese Night.	2.4	Principal Assistant Principal Paraprofessionals Counselor Teachers Students	5% increase in the number of community partnerships.				
							

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 7: LISD will increase access to and participation in co- and extra-curricular activities to include: Academic UIL, Fine Arts, athletics, service learning organizations and school clubs as evidenced in scheduled Board Committee Meetings.

of students that participate in at least 1 activity


from 220 to 285 students in grades 1st-5th.

% of student body populations in 1st-5th participates in at least 1 activity

from 58% to 75%.

Evaluation Data Source(s) 7: Participation reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell will provide students with extra curricular activities to enhance academic performance through: UIL Academic Meets, Literacy Writing and Poetry Contests, Reading Projects, Accelerated Reader Cultural Trips, Spelling Bee, Athletic Programs, Dance Team, Rhythm and Style Music, Science Fair, Reading Fair, Art Club, Robotics Club, Literacy Club, and Chess Tournaments.	2.4	Principal Assistant Principal Teachers Coaches Paraprofessionals Librarian Counselor Instructional Specialist	Increased participation in events, increase in regular attendance of school.				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 1000.00, 199 - General Fund: Operating (PIC 99) - 3080.00							
							

Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.







Performance Objective 8: LISD will improve the services provided to address bullying and violence prevention.

Campus will decrease the incidents of bullying/stay away contracts from 3 to 0.

Evaluation Data Source(s) 8: Counseling Reports
Discipline Report (425)

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell teachers will promote literacy and reinforce social skills through the implementation of character building through The Seven Habits of Happy Kids. Teachers will guide students through the lessons and have activities to help students learn each habit. Students will also be participating in student led conferences. Students will receive RAD kids training and guidance lessons from the counselor.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Grade Level Teachers	Decrease in number of incidents of student conflict and bullying.				
2) C.M. Macdonell administration will provide a review of CHAMPS program for classroom management. Teachers will review key aspects of Restorative Discipline, Love and Logic and Discipline with Dignity to establish a new school wide policy to implement at the beginning of the school year.	2.4	Principal Assistant Principal Teachers Behavior Specialist	More concise plan for classroom management, consistency across the school.				
3) C.M. Macdonell staff will promote a safe school by frequently coordinating with law enforcement both federal and local on activities: Promotion of Crimestoppers, presentations on "Red Ribbon Week" and "Too Good for Drugs, Red Ribbon parade and positive interaction during career day and positive message presentations.	2.4, 2.5	Principal Assistant Principal LISD PD Counselor Teachers	Reduce the number of discipline referrals				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 2: Laredo ISD provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

Performance Objective 9: LISD will support students as they transition from Elementary to Middle School (5th-6th) and incoming PK3, PK4 and Kinder students coming to school for the first time.

Evaluation Data Source(s) 9: Counseling Reports
CIA Agendas

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell teachers and staff will plan activities and organized informational meetings to inform parents about expectations and ensure a smooth transition for new PK3, PK4 and Kinder students during first time enrollment.	2.4, 3.2	Principal Assistant Principal Counselor Teachers	Students will successfully transition with little disruption of learning and feel more comfortable and supported in the new school setting.				
2) C.M. Macdonell staff will provide opportunities to meet with middle school counselors and time for 5th students to visit the Middle School campus to become more familiar. It would be helpful a week could be planned before school starts where 6th graders could become more familiar with the campus and routines.	2.4, 3.2	Principal Assistant Principal Counselor Middle School Staff	Students will successfully transition with little disruption of learning and feel more comfortable and supported in the new school setting.				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 3: Laredo ISD develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives

Performance Objective 1: LISD will provide clear and concise information regarding policy, administrative guidelines, achievement, activities and pertinent issues from administration to school, home, and community.

Increase number of parents and community members participating in Site-Based Decision Making committees from _____ to _____.


Increase the number of parents/community members that attend informative meetings including Town Hall Meetings from _____ to _____.

Increase the number of positive social media postings by a minimum of 3%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell staff will provide informative sessions each month on various topics including; Student Code of Conduct, academics, testing, student and school data, drug awareness, outside resources available and parenting skills. A new class will be created for parents to learn English to assist with their child(ren) and homework. We will also start Make and Takes for parents so teachers can share what parents can do to help their children. Parental involvement classes and extracurricular activities Meet the teacher night, Open House, Progress report and report card night will increase communication.	3.1, 3.2	Principal Assistant Principal Parent Liaison Counselor Classroom teachers	Increase in parent participation with events and increase of students prepare for school with homework.				
2) C.M. Macdonell staff will disseminate information to parents on a consistent basis through the use of campus newsletters and monthly calendars to develop a strong partnership between school and parents. School messenger, Remind, Marquee, SeeSaw and AR reader home connect will be used to communicate with parents and community.	3.1, 3.2	Principal Assistant Principal Parent Liaison Counselor Nurse Teacher Technology trainer	Increase in parent participation in events and increase of students prepared for school				

3) C.M. Macdonell teachers will conduct parent positive teacher conferences twice a week and others as needed.	3.1, 3.2	Principal Assistant Principal Teachers	Improved parent communication				
							

Goal 3: Laredo ISD develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives

Performance Objective 2: LISD will increase the number of parent volunteers and participation in community partnerships to maximize the intellectual growth and academic achievement of students.

Parent volunteers will increase from 96 to 120.

Volunteer Hours will increase from 3, 576 to 5,000 hours.

Evaluation Data Source(s) 2: Volunteer Report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) The Campus Parent Advisory Council will assist in the development of the Parent and Family Engagement Policy and the Parent, Teacher, Student Compact that will be distributed during the Annual Title I Meeting in both English and Spanish.	3.1, 3.2	Principal, Assistant Principal, Parent Liaison	Increased parental involvement.				

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.







Performance Objective 1: LISD will promote a positive organizational culture that values customer service and every employee through professional development and employee appreciation activities throughout the year to include:

- a) 100 % of district personnel will receive required trainings and staff development.
- b) Macdonell Elementary will increase the number of employee appreciation activities from 12 to 22.

Evaluation Data Source(s) 1: Sign-In Sheets, Certificates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell staff will be celebrated during various days. Teacher of the Month will be promote staff attendance, compliance with lesson plans, increase staff moral. All staff will be acknowledged and celebrated on various days and weeks---Nurses, Teachers, Administrative Assistants, Librarians, Counselors, Child Nutrition, and Custodians.		Principal Assistant Principal Teachers Counselor	Improved morale				
2) C.M. Macdonell staff will implement a system to acquire a 90% faculty attendance rate. Monitor on a weekly basis and post. Teachers meeting the goal will be recognized at monthly meetings.		Principal Assistant Principal Secretary	Improve attendance and morale				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 2: LISD will develop organizational structures that effectively respond to and efficiently support the implementation of all state, federal and district performance mandates, operations and initiatives, as reviewed annually by campus administration.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell staff will monitor budget by reviewing monthly expenditure reports with leadership staff to remain on target with budget.		Book keeper Principal	Budget will be used in full.				

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 3: LISD will develop, maintain and communicate comprehensive organizational process that nurture administrative and teacher leadership competencies, the selection of highly qualified personnel, and the effective, efficient operation of all district/Campus level departments.

Increase Teacher Retention Rate
from 90% to 92%.


Increase the % of Teacher scoring an Proficient in all domains on T-TESS
from 91 to 100.

Increase the % of Macdonell Campus Leaders scoring proficient in all areas of T-PESS
from 50% to 100%

Evaluation Data Source(s) 3: T-TESS Reports
T-PESS Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell's continued partnership with TAMIU will provide teachers in need of assistance with teaching reading one to one modeling, coaching to strengthen their instructional delivery, rigor, and student engagement for all students, including at risk, bilingual, and special education groups.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist	Effective guided reading instruction resulting in more progress from students.				
2) C.M. Macdonell administration and staff will receive necessary staff development based on the needs of the learners and instructional needs in order to support campus and student goals.		Principal Assistant Principal	Increased proficiency levels on TTESS				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 1000.00, 199 - General Fund: SCE (PIC 30) - 500.00, 211 - ESEA Title I: Improving Basic Program - 1540.00							

3) C.M. Macdonell staff will recruit, retain and hire highly qualified core academic subject teaches. Mentor ship programs will provide needed support for teachers.	Principal Assistant Principal	Interview committee decisions, cross check references,					
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 2090598.00, 199 - General Fund: Special Education (PIC 23) - 396797.00, 199 - General Fund: Bilingual (PIC 25) - 56728.00, 199 - General Fund: SCE (PIC 30) - 170854.00, 199 - General Fund: Basic Instruction PreK (PIC 32 - 204883.00, 199 - General Fund: SCE Pre K (PIC 34) - 166061.00, 199 - General Fund: Bilingual Pre K (PIC 35) - 32097.00, 199 - General Fund: Operating (PIC 99) - 563868.00, 211 - ESEA Title I: Improving Basic Program - 231347.00, 224 - IDEA - Part B: Formula Fund - 68760.00, 255 - ESEA II, A Training & Recruiting - 1.00, 263 - LEP Bilingual Program Fund - 83161.00, 435 - SSA Regional Day School - Deaf - 667.00							
4) Growth plans will be developed for staff not meeting expectations in work performance whether in the classroom, due to attendance or other area of concern.	Principal Assistant Principal	Increased proficiency levels on TTESS					
							

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 4: LISD will generate, leverage, and strategically utilize all resources through sound, fiscally responsible practices in support of positive student and employee performance outcomes.

LISD will maintain FIRST Rating.

100% of campus expenditures are aligned to the Comprehensive Needs Assessment and the Campus Improvement Plan.

100% of Campuses and Departments will follow internal Administrative Regulations to acquire goods and services including Fundraising.

Reduce the percent of campuses and departments that are in non-compliance with CH (Local) Policy.

Evaluation Data Source(s) 4: Budget Reports
Corrective Action Plans

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell teachers and instructional support staff will receive professional development on content knowledge, instructional pedagogy, technology integration in all content areas.		Principal Assistant Principal Librarian Tech trainers Instructional Specialist Bilingual Strategist	Implementation of best practices and increase student achievement.				

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 5: LISD will implement a system of internal controls to provide reasonable assurance that the District meets its objectives.

The district will maintain an Unmodified Opinion in the Annual Financial Report.(District)

100% of Campuses and Departments will follow internal Administrative Regulations to acquire goods and services including Fundraising.

Evaluation Data Source(s) 5: Audit Report
Comprehensive Annual Financial Report (CAFR)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C. M. Macdonell administration will require all staff involved in fundraising or handling of any monies will be trained in the proper procedures to maintain balance.		Principal Assistant Principal Bookkeeper	Fiscal report should balance.				

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 6: LISD will maintain a safe, secure and healthy learning and working environment for all students and employees.

The number of workman's compensation claims will decrease from 16 to 0. 12/16 were sustained in the unit caused by students. Four were falls.


The number of employees that participate in campus health and wellness initiatives will increase from 25 participants to 50 participants.

Increase the number of students getting the flu shot from 250 to 300.

Evaluation Data Source(s) 6: Workman's Compensation Reports
 Blue Cross/Blue Shield Data
 Flu Report

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell nurse will ensure all faculty, staff and extra curricular sponsors are certified in first aid and Child CPR (Cardio Pulmonary Resuscitation), nurses are certified in AED (Automated External Defibrillator to help students in case of an emergency.		Principal Assistant Principal Nurse	Training Session Sign in				
2) C.M. Macdonell nurses will provide presentations for faculty, staff, and students concerning safety and appropriate health information to meet the needs of medically fragile students.		Principal Assistant Principal Nurse	Training Session Sign in				
Funding Sources: 211 - ESEA Title I: Improving Basic Program - 400.00							
3) C. M. Macdonell administration will provide training to CERT Team - Campus Emergency Response Team on Plan for: Lock down procedures, fire drills, bomb threats, natural disaster drills, severe weather drills, tornado drills.		Principal Assistant Principal CERT team Security Officer	Training Session Sign in				

4) C.M. Macdonell staff will utilize and enforce security procedures, visitors, staff, and students, via: RAPTOR system sign in, visitor's pass, monitoring LISD employee tags, early release forms, ID required, enforcement of dress code for both students and staff.		Principal Assistant Principal Security Officer Classroom teachers Support Staff	Raptor system log, decrease early release				
Funding Sources: 211 - ESEA Title I: Improving Basic Program - 500.00							
5) C.M. Macdonell staff will implement initiatives to influence lifestyle choices for all students. Teachers and staff will provide information on health and nutrition, promote the Food Plate and invite community speakers. We will adhere to the "Food of Minimal Nutritional Value exempt Day" to six events per year.		Principal Assistant Principal Nurse Teachers Counselor Parent Liasion	Students will make healthier food choices.				
							


Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 7: LISD will maintain a safe and secure environment by increasing response time and completion of all work orders.

The number of work orders will decrease from ____ to ____

Evaluation Data Source(s) 7: Work Order System reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell Campus Safety Officer and custodial staff attend monthly meetings and provide turnaround training on the use of safety equipment for all faculty and staff members. The Safety Officer will monitor the use of safety equipment and procedures by faculty and custodial staff. Use of ladders, goggles, safety, belt, gloves, etc. Training on Worker Compensation procedures, videos on proper lifting and prevention of slips and falls.		Principal Assistant Principal Custodian	Training session sign in				
	Funding Sources: 199 - General Fund: Operating (PIC 99) - 300.00						
2) C.M. Macdonell will increase campus safety and security by increasing the number of cameras in strategic locations to ensure students, staff, and parents are safe.		Principal Assistant Principal	Decreased incident reports				
	Funding Sources: 199 - General Fund: Operating (PIC 99) - 500.00						
3) C.M. Macdonell staff will implement strategies for effective building maintenance and operations and submit work order in a timely manner.		Principal Assistant Principal Head Custodian	Custodial Checklist and utility bills				
	Funding Sources: 199 - General Fund: Operating (PIC 99) - 128165.00						
							

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 8: Develop and maintain a staffing plan that utilizes data driven decision making to balance available budgetary resources with best practices and district needs.

Evaluation Data Source(s) 8:

Summative Evaluation 8:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C. M. Macdonell administration will require all staff involved in fundraising or handling of any monies will be trained in the proper procedures to maintain balance.		Principal Assistant Principal Bookkeeper	Fiscal report should balance.				

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 9: LISD schools will not have 1 or more student groups that fail to meet performance standards for three consecutive years.

Evaluation Data Source(s) 9: STAAR Data

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell will have leadership teams and teachers during PLC review the data and break down performance percentages by subgroup to ensure all subgroups are not below performance standards.		Principal Assistant Principal Instructional Specialist	DMAC results will be frequently reviewed.				
							

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

Performance Objective 10: LISD will develop and implement a customer service training program to promote a supportive and service driven culture for all campus and department support staff employees.

100% of all campus and department support staff employees will receive training annually.

Evaluation Data Source(s) 10: Customer Service Training Sign-In Sheets

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell staff will attend sensitivity training will be conducted so staff can better meet the needs of our students. Customer service will be stressed in order to meet the needs of our parents, students and community members.	3.2	Principal	Positive image and relationship with stakeholders. Trust.				

Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.


Performance Objective 11: LISD will promote an increase in teachers meeting expectations on certification attempts.

Number of teachers participating in review sessions will increase from 2 to 0

The teacher passing rate on certification attempts will increase from 0% to 100%.

Evaluation Data Source(s) 11: Certification Reports

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) C.M. Macdonell teachers will attend district review sessions to be fully prepared to take the Bilingual portion of the test.		Principal Assistant Principal	Improved percentage of passing				
							

State Compensatory

Budget for Christopher M. Macdonell Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911612900109930000	6129 Salaries or Wages for Support Personnel	\$91,910.00
19912612900109930000	6129 Salaries or Wages for Support Personnel	\$32,234.00
19932612900109930000	6129 Salaries or Wages for Support Personnel	\$9,996.00
6100 Subtotal:		\$134,140.00

Personnel for Christopher M. Macdonell Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Ramos	Teacher Assistant	SCE	1.0
Ana Ortiz	Teacher Assistant	SCE	.5
Ariana Lara	Teacher PK4	SCE	.5
Arminda Gonzalez	Attendance Officer	SCE	.20
Aurora Silva	Teacher PK4	SCE	.5
Emilio Gonzalez	Science Lab Manager	SCE	1.0
Julissa Valdez	Teacher PK3	SCE	.5
Maria Macias	Teacher PK 4	SCE	.5
Norma Flores	Teacher PK3	SCE	.5
Patricia Aguilar	Teacher Assistant	SCE	1.0
Ramona Montemayor	Counselor	SCE	.5
Rogelio Salazar	Computer Lab Manager	SCE	1.0
Rosa Flores	Librarian Assistant	SCE	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus staff met to review all areas of the Needs Assessment. Each grade level team made recommendations based on data and needs of these students. The recommendations made by the classroom teachers, staff, as well as parent and community input on the needs of the campus were reviewed by the CEIC Committee to create the Comprehensive Needs Assessment.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All required committee members participated in the creation of the Campus Improvement Plan. The committee discussed each need and developed performance objectives and strategies to address the needs of the students. The areas of focus were decided on based on those students who did not meet state standards.

2.2: Regular monitoring and revision

Formative reviews were held quarterly. The CIP was reviewed in November, March and June. In June, the Summative Evaluation was made based on the assessment results. The committee will continue to evaluate the approved strategies and make changes as needed.

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

The CIP plan for Macdonell Elementary is posted on our school website and hard copies are available to stakeholders upon request.

2.4: Opportunities for all children to meet State standards

The campus provides an aligned and rigorous curriculum, presented with research-based instruction and classroom best practice. The students are frequently monitored to ensure we meet the needs of all students. Multiple opportunities are created for students to engage in higher-level learning.

2.5: Increased learning time and well-rounded education

The leadership team reviews the campus master schedule to ensure bell to bell instruction is utilized. Field trips are encouraged to provide students with real world experiences to enhance the learning.

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

RtI is closing monitored during PLC. Through Tier II and III interventions, students will participate in after school or Saturday tutoring, frequent small group instruction, LEC, and additional 1 to 1 tutors.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent, Student and Teacher compact will be distributed to all families delineating the responsibilities of all stakeholders in both English and Spanish. Campus advisory council will meet and discuss campus needs.

3.2: Offer flexible number of parent involvement meetings

Parents are encourage to participate in school activities; Read 3, SHAC meetings, Cafecitos, LCC classes and volunteering on campus. The meetings will be offered a variety of times to include all parents.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Cruz	Campus Tech. Trainer	Title I	.5
Cheryl Jimenez	Parental Involvement Liaison	Title I	1.0
Laura Villalobos	Health Assistant	Title I	1.0
Maria Del Trevino	Teacher Assistant	Title I	1.0
Maricela Guerrero	CEI Lab Manager	Title I	1.0
Melissa Uribe-Garcia	Intervention Specialist	Title I	1.0

Campus Needs Assessment Team

Committee Role	Name	Position
Administrator	Cathy Deleon	Principal
Administrator	Erika Ramirez	Assistant Principal
Counselor	Ramona Montemayor	Counselor
Non-classroom Professional	Melissa Garcia	Instructional Support
Non-classroom Professional	Melinda Vasquez	LEC Coach
Classroom Teacher	Iris Lucio	5th grade teacher
Classroom Teacher	Leslie Allende	4th grade teacher
Classroom Teacher	Ruth Martinez	1st grade teacher
Business Representative	John Vargas	Business Partner
Community Representative	Andrea Pawelek	Higher Education Representative
Parent	Zenaida Blas	Parent

Campus Funding Summary

180 - E-Rate Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	2	E-Rate	E-Rate	\$50,221.00
Sub-Total					\$50,221.00
199 - General Fund: Basic Instruction (PIC 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Start Up	199-11-6399-99-109-9-11-000	\$8,133.00
1	1	1	Copier Rental	199-11-6264-00-109-9-11-000	\$7,251.00
1	1	4	Instructional Supplies	199-11-6399-00-109-9-11-000	\$1,585.00
1	4	2	Software for library	199-12-6249-00-109-9-11-LIC	\$840.00
1	4	2	Library Books	199-11-6329-00-109-9-11-000	\$1,103.00
1	6	1	Student transportation	199-11-6494-00-109-9-11-000	\$4,000.00
2	1	1	Incentives for EOY	199-11-6499-44-109-9-11-000	\$4,500.00
2	6	1	graduation supplies materials staar snacks	199-11-6499-00-109-9-11-000	\$500.00
2	7	1	Student travel meals	199-11-6412-00-109-9-11-000	\$1,000.00
4	3	2	Teacher Travel	199-13-6411-00-109-9-11-000	\$1,000.00
4	3	3	Payroll costs		\$2,090,598.00
Sub-Total					\$2,120,510.00
199 - General Fund: Operating (PIC 99)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Admin supplies	199-23-6399-00-109-9-99-000	\$1,000.00
2	1	1	Field trips	199-36-6494-00-109-9-99-000	\$1,000.00
2	4	1	Guidance office supplies	199-31-6399-00-109-9-99-000	\$200.00
2	7	1	Student travel UIL	199-36-6412-00-109-9-99-000	\$3,000.00
2	7	1	UIL Dues	199-36-6495-00-109-9-99-000	\$80.00
4	3	3	Payroll		\$563,868.00

4	7	1	security and safety suppl	199-52-6399-00-190-9-99-000	\$300.00
4	7	2	Safety and security radios	199-52-6399-88-109-9-99-000	\$500.00
4	7	3	Janitorial supplies	199-51-6399-00-109-9-99-000	\$3,500.00
4	7	3	Janitorial Supplies	199-51-6317-99-109-9-99-000	\$13,020.00
4	7	3	Dust Mop Serv	199-51-6249-99-109-9-99-000	\$1,009.00
4	7	3	Dust Mop Supplies	199-51-6317-99-109-9-99-000	\$60.00
4	7	3	Electricity	199-51-6259-00-109-9-99-000	\$97,063.00
4	7	3	Water	199-51-6255-00-109-9-99-000	\$11,021.00
4	7	3	Sanitation	199-51-6255-01-109-9-99-000	\$2,492.00
Sub-Total					\$698,113.00

199 - General Fund: Special Education (PIC 23)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Purchase supplies	199-11-6399-00-109-9-23-000	\$68.00
4	3	3	Payroll		\$396,797.00
Sub-Total					\$396,865.00

199 - General Fund: Bilingual (PIC 25)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Supplies	199-11-6399-00-109-9-25-000	\$1,000.00
1	5	1	Extra Duty	199-11-6119-20-109-9-25-000	\$22,798.00
1	5	3	Testing Materials for Bilingual Students	199-11-6339-00109-9-25-000	\$2,000.00
1	5	4	Reading Materials	199-11-6329-00-109-9-25-000	\$2,500.00
4	3	3	Payroll		\$56,728.00
Sub-Total					\$85,026.00

199 - General Fund: GT (PIC 21)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	General Supplies	199-11-6399-00-109-9-21-000	\$208.00
Sub-Total					\$208.00

199 - General Fund: Bilingual Pre K (PIC 35)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Payroll		\$32,097.00
Sub-Total					\$32,097.00
199 - General Fund: Basic Instruction PreK (PIC 32)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Payroll		\$204,883.00
Sub-Total					\$204,883.00
199 - General Fund: SCE Pre K (PIC 34)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Payroll		\$166,061.00
Sub-Total					\$166,061.00
199 - General Fund: SCE (PIC 30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials	199-11-6399-00-109-9-30-000	\$14,600.00
1	1	3	Consulting Services	199-13-6291-00-109-9-30-000	\$1,000.00
1	2	2	Extra duty- extended tutorials and Saturday	199-11-6119-20-109-9-30-000	\$5,686.00
1	3	2	LEC- Lamar Bruni Vergara Funds	199-11-6299.00.109.9.30.000	\$3,500.00
1	4	2	Purchase Reading Materials	199-11-6329-00-109-9-30-000	\$500.00
1	4	2	Library Books to Service Students	199-12-6329-20-109-9-30-000	\$5,000.00
1	10	1	Seesaw	199-11-6249-00-109-9-30-000	\$3,400.00
4	3	2	Education Service Center 13	199-13-6239-00-109-9-30-000	\$500.00
4	3	3	Payroll		\$170,854.00
Sub-Total					\$205,040.00
211 - ESEA Title I: Improving Basic Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies and materials	211-11-6399-00-109-9-30-000	\$500.00
1	3	2	Extra Duty Pay	211-11-6119-20-109-9-30-000	\$949.00
1	4	2	Newspapers and Magazines	211-12-6329-00-109-9-30-000	\$1,000.00

1	4	2	Incentives and Awards for AR	211-12-6499-44-109-9-30-000	\$500.00
1	4	2	Supplies for library	211-12-6399-00-109-9-30-000	\$500.00
1	4	2	Author visit	211-12-6299-00-109-9-30-000	\$800.00
4	3	2	Education Service Center 23	211-23-6239-00-109-9-30-00	\$500.00
4	3	2	Fees and dues TCEA	211-12-6495-00-109-9-30-000	\$40.00
4	3	2	Travel for Librarian to TLA	211-12-6411-00-109-9-30-000	\$1,000.00
4	3	3	Payroll		\$231,347.00
4	6	2	supplies and materials for the nurse	211-33-6399-00-109-9-30-000	\$400.00
4	6	4	Supplies Raptor	211-52-6399-00-109-9-30-000	\$500.00
Sub-Total					\$238,036.00
224 - IDEA - Part B: Formula Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Payroll		\$68,760.00
Sub-Total					\$68,760.00
255 - ESEA II, A Training & Recruiting					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Payroll		\$1.00
Sub-Total					\$1.00
263 - LEP Bilingual Program Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Payroll		\$83,161.00
Sub-Total					\$83,161.00
435 - SSA Regional Day School - Deaf					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Payroll		\$667.00
Sub-Total					\$667.00
Grand Total					\$4,349,649.00