

**El Paso Independent School District**  
**Hillside Elementary School**  
**2019-2020 Campus Improvement Plan**



## **Mission Statement**

Every student has the opportunity to learn.

## **Vision**

Hillside makes every effort to produce responsible  
and productive citizens.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographics

Hillside Elementary School is a Title I School serving students in early childhood through 5<sup>th</sup> grade. We have an average of 511 students. Included in this number are hearing impaired students who attend The Regional Day School Program for the Deaf (RDSPD).

Our school is 68 years old and sits in an older type neighborhood. Some students who attend Hillside now, are children of former students who now occupy their parents' or grandparent's homes. Parents in our area are mostly lower to middle class. These parents have high expectations for their children to continue their education and are always looking for ways to make this possible. Parents comment on how their children should attend college and they talk about the possibilities of them attending college to study subjects of interest.

Hillside School is a feeder school to Ross Middle School and Burges High School which now has the Early College High School as their magnet school. Some of our female students also apply for the Young Women's STEAM Academy for their middle school years. In addition, we also have Loretto Academy nearby which is a private elementary through high school where a couple of our girls have attended after leaving Hillside.

As the years progress, we usually see some of our former students return to Hillside to tell us about their college experiences and how they have continued their education. They have even come to talk to our students about their careers.

Hillside School offers classes for adults to help them help their children at home. This year extensive classes for parents with children affected by ADHD have taken place to help the parents learn more about their children and how to work with them. Agri-life Nutrition classes, a health fair, and exercise activities are provided for parents so that they can get a better understanding of promoting health for their children. Through the Strong Fathers, Strong Families program, we try to include dads now more than ever into their children's education by showing them ways to interact and learn at home with their children and support their learning. Additional classes include sign language classes for anyone wanting to strengthen this language or for the newcomer who wants to learn how to communicate with our deaf students who make up approximately 7% of our population at Hillside.

Hillside has designated a special room for parent involvement where meetings are held, volunteers work together, and parent classes are

taught. These parents work closely with our parent liaison. Additionally, our parent liaison and principal communicate with the school's parents through school made flyers, parent bulletins, text messaging through an app called Remind 101, and the school's marquee, so that the parents are aware of any news or information that is pertinent to them. Some of our parents also give up time from their busy schedules to volunteer hours at school and help the staff in any way they can.

Hillside School's student population is 96% Hispanic and about 4% other races. Our student population is about 97% economically disadvantaged and all students are given breakfast and lunch at no cost to them. In addition, our campus averages 16.6% of students who participate in the special education programs.

Our enrollment over the last 3 to 5 years has been steady as very few students move to other homes or other districts, yet our early childhood programs have allowed for more students to attend Hillside keeping the enrollment at almost the same enrollment numbers as previous years. This year we have 64 students in pre-kinder and 52 students in early childhood classes. The early childhood students at age 3 attend half day classes at Hillside with some of these students also attending school the other half day at a nearby headstart center through Region XIX.

Our student groups are many consisting of approximately 229 English Language Learners, 85 Special Education students, and 325 at-risk students. We currently have no migrant families, but have identified 3 homeless families.

Hillside students attend school Monday through Friday and are rewarded when they have no more than one absence per month. These monthly attendance rates have fluctuated but have remained low from month to month from 121 being the lowest count of absences in a month to 167 being the highest absences reported. Students do not like to be left out of the fun activities set for them during their physical fitness period so they try to attend regularly. At Hillside School the overall percentage of attendance for pre-kinder classes is 91.67 % and 95.71% for kinder through 5<sup>th</sup> grades. Attendance incentives have kept the percentage above ninety percent.

At Hillside, we have several programs that also help the students academically. The Accelerated Reader program, small group tutoring, Response To Intervention (RTI), before and after school computer lab tutoring, MOCK testing to monitor students' progress for the state standardized testing, tutoring, a math and literacy lab for enrichment in the core subjects, and a dual language program at each grade level to assist the students in learning 2 languages. Our students are identified as English Language Learners (ELL) through a test called IDEA Oral Language Proficiency Test. It identifies students' language strengths. In addition, many of our students who have qualified for the gifted and talented program can expand their knowledge further by working on special projects using the gifted/talented curricula.

Even though our enrollment has been steady at Hillside, student mobility rates have gone up a little more this year than before as 16% of students have moved to new areas in the city. These families are moving to newer planned out neighborhoods to the east of El Paso. Even though there is some mobility, the total number of students at Hillside is still upheld with students living in the attendance zone, with over 220 transfer students from other attendance zones, and with our early childhood and pre-kinder students. When the students are done with

their elementary school years, they go to Ross Middle School and from there attend Burges High School.

In addition, there is very little teacher mobility at Hillside as most of the staff members enjoy working together for the children at Hillside. Usually the mobility of teachers is due to positions being cut or to retirement. Teachers enjoy planning and teaching students during their Professional Learning (PLC) time, Response To Intervention (RTI) time, and grade level meeting days where the teachers use their time to plan so they can keep all the students in that grade level learning and reaching the same goals.

We have various programs such as College and Career Day, Attendance Recognition, Positive Behavior In Schools (PBIS), and many other programs to promote higher education and continued learning. Programs at the elementary level help students learn about a positive school environment to make their learning fun.

Hillside School has a low discipline referral rate. Currently discipline referrals are approximately 4.51% of our total student population and male Hispanic students have the most discipline referrals. We try to be proactive and take care of possible situations that can occur. As mentioned before, we have been implementing the PBIS program which covers most discipline situations which can arise. The students have permissible noise levels according to their surroundings and rules to follow and are rewarded monthly if they follow all the rules. This is contrary to the former negative discipline used in previous years where infractions generated negative consequences, yet good behavior was seldom rewarded. Now the student who follows the rules has something to look forward to and makes school a place he or she can look forward to attending. These rewards produce less referrals and help students learn which kind of behavior is acceptable.

On Wednesdays, Hillside School staff and some students wear a college or university shirt promoting higher education. Students from each homeroom from kinder through fifth grade also read about the homeroom's adopted university through the intercom during morning announcements. These activities help the students look toward a higher goal of continuing their education beyond high school. Most students recognize The University of Texas at El Paso (UTEP) and El Paso Community College (EPCC) as the two higher entities for their future education, but we also want them to see that their choices are not limited as they can listen and learn about other colleges or universities and reach for their choice.

Hillside School has provided for generations of learning and with the commitment and collaboration of the community, parents, and teachers, Hillside will continue to produce well prepared citizens for the future.

## **Demographics Strengths**

### **Demographic Strengths**

Hillside's population consists of 511 students. Of these approximately 291 students are attendance zone students and roughly 220 are

transfer students who fill out permission forms to attend Hillside School . When asked why their child transferred to Hillside, some students' parents comment that this school offers their children so much for learning. They believe the children learn and are also well behaved.

Even though teaching is the number one priority of the school, Hillside has many programs in place to enhance learning; for example, PBIS which rewards students for good behavior, attendance rewards that are for students who come to school every day with an allotment of one absence per month at the most. The students are also rewarded with different incentives for achieving high grades and even raising grades a few points. The students look forward to these rewards.

Even though the community is older, some of our students are children of former students who have high expectations for their children as well. The school is in an area close to a private school and very centrally located so that our students have many options for middle and high school.

Hillside School also is constantly promoting parent involvement and welcoming parents to the school. We have an outstanding group of parents that help us with the daily routine with the students.

Our deaf- education students also learn from certified teachers that work closely with the students to ensure learning with all curricula.

Academic programs such as tutoring, dual language learning, computer lab tutoring, accelerated reading, early childhood learning, technology use for learning in the classroom, literacy and math labs, resource services, and homework club assist the students with their learning.

Hillside School's parents know and realize that the education our school provides is a step toward higher education, which is a priority in their children's lives.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Slowly, throughout the years, the mobility of the students has increased and could continue to increase. **Root Cause:** Being that Hillside is a much older school and is in an older area of town, it cannot compete with other more innovative state- of- the- art schools from around the city that provide for better learning for generations to come.



# Student Academic Achievement

## Student Academic Achievement Summary

In the 2017-2018 state accountability report, Hillside earned an overall rating of Meeting the Standard, as well as a distinction designation for “Top 25% Comparative Closing the Gaps” which shows Hillside students are well on their way towards making the desired progress we would like to see.

The scores for the 2017-18 STAAR assessments are as follows: 3rd grade reading 85%, 3rd grade math 91%, 4th grade reading 79%, 4th grade math 73%, 4th grade writing 58%, 5th grade reading 84%, 5th grade math 88%, 5th grade science 79%, all at approaches or above grade level. All academic areas and grade levels showed growth. The low performance in 4th grade could be due to the lack of vocabulary necessary to answer the questions since we have a high population of Hispanics, economically disadvantaged and ELL students.

Hillside’s assessment scores show the following trends and patterns, according to the Texas Education Agency’s Texas Academic Performance Report:

	2016	2017	2018
3rd Grade Reading	82%	76%	85%
3rd Grade Math	76%	80%	91%
4th Grade Reading	79%	70%	79%
4th Grade Math	82%	59%	73%
4th Grade Writing	72%	55%	58%
5th Grade Reading	86%	79%	84%
5th Grade Math	82%	85%	88%
5th Grade Science	74%	64%	78%

Over a two-year period in math the same students showed a significant drop from 3rd grade to 4th grade: 2016 – 76%, 2017: 59%. However, the 2016-2017 4th to 5th grade showed an increase in performance: 82% - 85%.

At Hillside individual student needs are identified through constant progress monitoring. Student-specific services and interventions are determined, implemented, monitored, adjusted, and evaluated based on data from unit tests, benchmark tests, Istation reports and teacher observations. Hillside has implemented RTI rotations monthly for grades 1-5 in addition to traditional, weekly tutoring in reading, math, and/or science. The campus will continue with the monthly RTI rotations in order to target specific TEKS in which the students are struggling.

Hillside makes sure SSI, ARD, LPAC, 504, and other committee decisions concerning state assessments and interventions are appropriate and beneficial for

students. The faculty, staff, and administration work closely together to determine what is best for their students. Weekly PLC meetings allow everyone to have constant communication and allow for vertical grade level collaboration.

### **Student Academic Achievement Strengths**

# School Processes & Programs

## School Processes & Programs Summary

Hillside's curriculum is derived from the TEKS Resource System or TRS. Within the TRS the TEKS are arranged in units and include the ability for each teacher or grade level to create their own formative and summative assessments. The lower grade teachers agree the rigor of the instruction is aligned with the TEKS and ELPS. In grades 3-5 the teachers indicated the instruction is grade-level specific and vertically aligned along the progression of developmental skills. Students' proficiency levels are taken into account when teaching and scaffolding towards the grade level standard. At all levels, teachers include the use of Bloom's and the Active Learning Framework. Teachers work cooperatively both as a grade level and vertically through 90 minute PLC's at least once a week. Teachers are also provided with planning days in which data drives the curriculum and it's presentation to the students. Fidelity to the curriculum and student's is evidenced in weekly lesson plans uploaded to the Hillside Schooogy page as well as the RTI provided to the students before, during, and after school. Hillside faculty and staff also use various to support instructional initiatives such as the Active Learning Framework, project-based learning, I-station, PBIS, B.U.G.s (Bringing Up Grades), Dual Language, 90 minute PLC's, RTI (response to intervention), Balanced Literacy, Fundations, and PTO Family Nights.

Hillside teachers follow TELPAS guidelines when monitoring ELL, English Language Learner, students. Lower grade dual language teachers verbally communicate content and language objectives to their students. Sheltered instruction strategies are provided through instruction and monitored through assessments. In the upper grades, there are many ways teachers deal with content and language objectives. Some examples are: requiring the students to be responsible for keeping track of the objectives in their notebooks using kid-friendly language, allowing/requiring students to know their objectives in both English and Spanish, scaffolding objectives, requiring students to repeat the objectives out loud to ensure success and understanding, and taking advantage of as many varied materials as possible to teach concepts and build background knowledge. Sheltered instruction strategies in the upper grades include the following: in the dual language model making connections between English and Spanish concepts, in the regular bilingual model students utilize regular dictionaries, bilingual dictionaries, exposing students to Writing, Reading, Math, Science, and Social Studies in both English and Spanish, using cognates for spelling and word comprehension, strategies provided on a one-to-one basis, and/or in the afterschool intervention setting.

Hillside communicates goals, performance objectives and strategies during weekly PLC, professional learning community, meetings. Teachers are provided the opportunity to meet with administrators, academic coaches, peer-to-peer, Kinder with first grade, second with third grade, and 4<sup>th</sup> with 5<sup>th</sup> grade, and district presenters and personnel when needed or required. Within these PLC meetings, teachers are encouraged to share successes and failures with instruction, initiatives, and assessments. The cooperation and openness allows the campus to analyze and identify the problems, needs, and strengths of the students. Needs are prioritized through constant and consistent monitoring of student data that is gathered via a variety of assessments: weekly, unit, StemScopes PMA's, MOCK assessments, and Ren 360. Teachers utilize data to adjust instruction. These efforts allow students a level of comfortability so they have the opportunity to be succesful with a reteach opportunity. Hillside is focused, dedicated, and committed to improving student academic achievement. Administration has often stated at PLC meetings that they are aware of the commitment Hillside teachers have to providing all they can to improve academic achievement. Constant communication and planning time helps to ensure the daily demands of the campus do not overshadow the focus on improvement.

The master schedule at Hillside is built to maximize instructional time. Some concerns are the lack of professional development opportunities for teachers.

The diversity of teacher experience and financial constraints make this difficult. Need based trainings are necessary, but time constraints also make it difficult.

Technology, questioning strategies, instructional strategies, and manipulatives are utilized throughout all grade levels and most, if not all, subject areas. Teachers have access to two campus computer labs, classroom sets of either tablets or laptops, programs such as Nearpod, Kahoots, AR, and StemScopes, to name a few. These tools are used daily to support delivery of instruction and as supplemental instruction in all subjects, to engage the students in the lessons, to work with students at their learning level and bring them as close to grade level as possible, to enrich the breadth and depth of instruction, to make lessons interesting and interactive, and to connect students to the world beyond the classroom door.

### **School Processes & Programs Strengths**

With assistance from instructional support, teachers are planning and delivering an effective first teach. Teachers meet regularly with instructional support to encourage and plan for maximization of instruction.

Hillside provides the teachers and students programs such as Accelerated Reader and Prodigy for both interventions and classroom use. Incentives such as the Warrior store, Honor Roll, B.U.G.S., and Terrific Kid assemblies encourage students to be successful. Hillside also holds activities such as: Spelling Bees, Master of Facts Math Competition, and a Science Fair to increase student involvement.

At the Tier 1 level, these additional programs/activities are utilized schoolwide: Scholastic Magazines for the classroom, Bear-ly absent, family health fair, Strong Fathers/Strong Families, PBIS, monthly RtI rotations, lessons with the Counselor, Parent Classes, Field Trips, I-station, Caught Being Good, Idioms of the Week, Red Ribbon, Accelerated Reader Top 10 recognition, Friday Family Fitness, Warrior Bucks (school money system), Warrior Store, monthly PTO Family Nights, HUGS, Color Day (end of year celebration).

At the Tier 1 level, these additional programs/activities are utilized by the teacher: AR motivations, student led announcements, Class Dojo, student run Warrior Store as part of the curriculum, Singing-Signing choir, STAAR Ready strategies, Math Rewards, Anti-Bullying Class, StemScopes, CVP Science, Kahoots, Nearpod, Financial Literacy projects, Brain Breaks, Raffles for top readers, Master Estimators recognition.

At the Tier 2 level, these additional activities/programs are used school wide: Principal plan for attendance, SST's, and RAS.

At the Tier2 level, these additional activities are used by the teacher: STAAR Reading strategies, small group intervention, I-Station and Accelerated Reader.

At the Tier 3 (Intensive Remediation) the following activities/programs are used: after and before school tutoring, SPAT, SST, and one-to-one intervention, homework club

# Perceptions

## Perceptions Summary

### Family and Community Engagement

Hillside Elementary focuses on creating an authentic home/school connection by providing a variety of opportunities for parents to interact with their children on campus. Some examples are monthly Strong Fathers/Strong Families activities, Make-A-Card sessions, PTO family nights, and Family Fitness walks. Parents are also invited to parent/teacher conferences and parenting classes to help them support their child, both developmentally and academically. Parents are informed about activities on campus through a monthly bilingual calendar, remind 101, school website, marquee, agenda, and take home reminders.

Based on interactions with parents and climate survey results, we can conclude the majority of parents think Hillside is effective in providing a quality education for their children and feel welcomed on campus. To ensure parents opinions and concerns are addressed, we include parents in our committees. As members, they help the campus provide appropriate solutions to problems that may arise. Parents also have the opportunity of becoming members of the PTO, attending district board meetings and/or communicating with the teachers and administration to express their concerns.

### School Culture and Climate

Students at Hillside have a positive connection to their school. We can conclude this based on interactions with the students along with, the results of the student climate survey. The campus has provided various forms of support to establish positive relationships and behaviors at school. For example, counseling services are available in individual or group sessions. As mentioned before, Hillside provides social opportunities for students and their parents. In addition, students have the opportunity to earn activity rewards based on their behavior and attendance, which also allows them to interact with their peers. All students are able to participate in these activities but they must meet the expectations set for each of them. The attendance reward is available to students who have 0-1 absences for the month and a reward activity at the end of the year based on cumulative points. PBIS activities are available to those students who have earned a pre-established amount of points by demonstrating positive behavior, completing assignments, and being responsible. Students who do not participate in the reward take part in a reflection activity. During this time, students have the opportunity to reflect on their behavior and develop strategies to improve their future actions.

Hillside's decision-making, and disciplinary practices are created by the campus Positive Behavioral Intervention and Supports, PBIS, committee. The committee consists of administration, faculty members and parents. The PBIS committee meets monthly to monitor and adjust the plan/practices that are in place. During meetings, input from students, faculty, and staff is reviewed to make changes if needed. The goal of these meetings is to be as proactive as possible. In some instances, a practice will need to be reactive. After a disciplinary action is determined for a new offense, the committee will formulate a plan to prevent it in the future. One of Hillside's priorities is to decrease the amount of students who experience bullying. The implementation of PBIS has been successful, each year the amount of students who have been bullied has decreased. Along with PBIS, students hear a daily anti-bullying message during morning announcements. Students, faculty, and staff are encouraged to wear their anti-bullying shirts every Monday. Lastly, the counselor provides

anti-bullying classes. PBIS has also helped decrease the number of students referred to DAEP. Over the last 4 years, only <1% of the student population has been sent to DAEP.

### **Perceptions Strengths**

Hillside students, parents, and teachers feel the school's culture and climate in regards to safety, respect, behavior, relationships, behavior, support and belonging is very positive and caring on campus.

The Hillside Warrior Lodge opened during the 2018-2019 school year. This space is on campus and available for the parents. At the Warrior Lodge parents can get help with registration, take nutrition, ADHD, and autism classes. Sign Language classes are offered to anyone in the community who is interested.

A parent involvement liaison was hired during the 2018-2019 school year.

Hillside's teachers and staff implement PBIS to promote good citizenship and respect for our school.

All personnel show their dedication to student success. Communication with parents is frequent and positive. Teachers communicate with parents constantly through Class Dojo or SeeSaw applications. Through these applications, teachers have the opportunity to share students' amazing work. Postcards are also sent home when the student exceeds expectations. Teacher and parent collaboration is important for student success at Hillside.

Hillside follows the Walsh Anderson Toolbox Training to maintain a safe campus.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** 16% of parents are unaware of after-school activities available to their child and only 84% of students stated they can participate in after-school activities. **Root Cause:** The campus needs to improve the way after school activities are promoted.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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



# Goals

## Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

### Directly Supports: Board Goals 1-3

**Performance Objective 1:** Continue to provide support for all students to attain a performing rating of 90% approaching, 60% meets, and 30% masters.

Evaluation Data Source(s) 1: 2019-2020 STAAR Results

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 1) Fund an instructional coach to provide services for all S in all core subjects for all grade levels.	2.4, 2.5, 2.6	Principal	Teachers will build instructional capacity therefore affecting student academic growth/achievement.				
<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 2) Fund substitutes when teachers are attending staff development, observations of highly trained staff, and/or implementing assessments for students. Fund substitutes for PK teachers for TEKS Camp. Fund PBIS Training registration for teachers to attend the PBIS Conference..	2.4, 2.5, 2.6	Principal Assistant Principal Secretary	Student academic growth				
<b>Funding Sources:</b> 199 General Fund - 0.00, 185 SCE (Campus) - 0.00, 211 ESEA Title I (Campus) - 7000.00							
<b>Additional Targeted Support Strategy</b> 3) Fund 3 instructional paraprofessionals to support student academic growth.	2.4, 2.5, 2.6	Principal Assistant Principal Assigned Teachers of Paras RTI Team: Counselor ALL CTC Resource Teacher	Student academic growth				
<b>Funding Sources:</b> 185 SCE (Campus) - 0.00, 211 ESEA Title I (Campus) - 0.00							
<b>Additional Targeted Support Strategy</b> 4) Will offer teachers staff development while providing tutoring, testing, and any related interventions for students based on academic data results. for PK teachers for TEKS Camp. Fund PBIS Training registration for teachers to attend the PBIS Conference	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Secretary	Student academic growth				
<b>Funding Sources:</b> 199 General Fund - 0.00, 211 ESEA Title I (Campus) - 0.00, 185 SCE (Campus) - 1800.00							
<b>Additional Targeted Support Strategy</b> 5) Fund student trip expenses for Students transitioning to Middle School, attending Operation School Bell, Singing Signing Choir, and any other field trips.	2.4, 2.6	Principal Secretary Counselor	Student Academic Growth				
<b>Funding Sources:</b> 199 General Fund - 0.00							
<b>Additional Targeted Support Strategy</b> 6) Procure general supplies to include and not limited to technology items, day-to-day items, and other material needed to support instruction and maintain the daily operations of a productive campus. Procure general supplies for library, staff development training and administration.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Counselor Secretary	Student Academic Growth				
<b>Funding Sources:</b> 199 General Fund - 0.00, 185 SCE (Campus) - 5871.34, 211 ESEA Title I (Campus) - 24983.33							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 7) Procure testing supplies to include and not limited to technology items, day-to-day items, and other material needed to support instruction and maintain the daily operations of a productive campus. To procure technology supplies for instructional, Desk tops, lab tops, printers, and other technology supplies as needed.	2.4, 2.5, 2.6	Principal Assistant Principal CTC- Math					
	<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 20000.00, 185 SCE (Campus) - 42000.00						
<b>Additional Targeted Support Strategy</b> 8) Procure reading supplies and other supplemental reading materials. Procure library reading materials and other material need to support instruction, and maintain the daily operations of a productive campus.	2.4, 2.5, 2.6						
	<b>Funding Sources:</b> 185 SCE (Campus) - 1000.00, 211 ESEA Title I (Campus) - 1000.00						
<b>Additional Targeted Support Strategy</b> 9) Procure consultants to provide research based staff development for teachers so students may receive up-to-date instructional practices that will prepare students to meet or exceed the standard of academic growth according at their grade level.	2.4, 2.5, 2.6	Principal Assistant Principal ALL CTC -Math					
	<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00						
10) Instructional leaders will routinely review lesson plans, provide feedback and hold teachers accountable for incorporating the feedback.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional coaches					

**Goal 1: Active Learning**

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 2: Maintain at least 95% student attendance.**

**Evaluation Data Source(s) 2: PEIMS documentation**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 1) Procure awards, incentives, and other items to ensure students are recognized for good behavior, good attendance, and academic growth while in attendance at an operational and functional campus that provides parents with opportunities to support their students.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Secretary PEL Counselor	Student academic growth Improved attendance and behavior A well maintained campus				
	Funding Sources: 199 General Fund - 0.00						
<b>Additional Targeted Support Strategy</b> 2) Fund the costs of a copy machine that provides handouts, assessments, flyers, and other forms of communications needed to maintain a functional campus for the school community.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Secretary PEL Counselor	Student Academic Growth				
	Funding Sources: 199 General Fund - 0.00						

**Goal 1: Active Learning**

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3


**Performance Objective 3:** Special Education and deaf-ed students will show a 5% growth in both reading and math by June 2019.


**Evaluation Data Source(s) 3:** 2019-2020: Results for Sped and Regular Ed as follows: STAAR, DRA and/or EDL results, AR results, and I-Station. Results for Deaf Ed as follows: Reflex Math and Failure Free Reading.


**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 1) Utilize district funded Deaf Education staff to provide student academic growth.	2.4, 2.5, 2.6, 3.1, 3.2	Deaf Ed Designee Principal Assistant Principal	Student Academic Growth				
<b>Additional Targeted Support Strategy</b> 2) Utilize Empowering Writers, Foundations, Idiom of the Week, bi-weekly STAAR preparation materials	2.4, 2.5, 2.6	Principal Assistant Principal Special Ed Facilitator	An increase in student success in academic writing				
<b>Additional Targeted Support Strategy</b> 3) I-Station Math, bi-weekly STAAR preparation materials, monthly lessons given by Math Campus Teaching Coach Deaf -ed will utilize Reflex Math	2.4, 2.5, 2.6	Principal Assistant Principal Special Ed Facilitator Campus Teaching Coach	An increase in student academic success in math				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 4) Utilize I-station reading, bi-weekly STAAR preparation materials Foundations Deaf-ed students will utilize Failure for Reading	2.4, 2.5, 2.6	Principal Assistant Principal Special ED Facilitator Literacy ALL	An increase in student academic success in reading				
<b>Additional Targeted Support Strategy</b> 5) The campus will identify struggling students and assign appropriate intervention strategies to Tier 1, 2 and 3 students.	2.4, 2.5, 2.6	Principal Assistant Principal Special Ed Facilitator Deaf Ed Facilitator	Student growth for our deaf-ed population				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

**Goal 1: Active Learning**

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.


Directly Supports:  
Board Goals 1-3


**Performance Objective 4:** Continue to provide Dual Language to S in PK3 to 4th grade and Bilingual Education for 5th grade students.


**Evaluation Data Source(s) 4:** 2018-2019 STAAR Results, informal assessments, and summative assessments.


**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 1) Provide teachers with support for the Dual Language Program by regularly monitoring student progress.	2.4, 2.5, 2.6	Principal Assistant Principal LPAC clerk	Student academic growth				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

**Goal 1: Active Learning**





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 5: Provide assistance to migrant students and parents.**

**Evaluation Data Source(s) 5: STAAR results 2018-2019 results, LPAC documentation, PEIMS records**

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 1) Ensure students are LPAC'd with the deadline to ensure compliance of instruction delivered.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal LPAC Clerk	Student academic growth Proper grade & class placement				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continuc/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							



**Goal 1: Active Learning**





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 6:** Continue to provide support to the Gifted and Talented students in attaining a "masters" level.

**Evaluation Data Source(s) 6:** 2018-2019 STAAR results

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 1) Ensure GT chair is in compliance with GT guidelines and current and/or future identified GT students receive adequate instruction that allows student to attain individual academic goals.	2.4, 2.5, 2.6	Librarian & GT Chair Principal Assistant Principal Counselor	-At least 4% of student are identified as GT -Student academic growth -Compliance of GT guidelines				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

**Goal 1: Active Learning**





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:  
Board Goals 1-3

**Performance Objective 7:** Provide support to all at-risk students to meet the standard of "approaching" while pursuing the masters level.

**Evaluation Data Source(s) 7:** 2018-2019 STAAR Results

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 1) Provide students with small group instruction during, before, and after school so student have the opportunity to reach their individual academic goals so the campus may receive positive state accountability results.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor ALL CTC-Math	Student Academic Growth				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

## Goal 2: Great Community Schools


**El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.**


**Performance Objective 1:** Hire and retain highly qualified teachers by providing adequate time for teacher preparation and appreciation of all staff members


**Evaluation Data Source(s) 1:** PEIMS, TEAMS, sign-in sheets, student academic records


### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> 1) Provide teachers PLC time during the instructional day while students attend physical education classes.	2.4, 2.5, 2.6	Principal Assistant Principal ALL CTC-Math	Student academic growth				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

**Goal 2: Great Community Schools**

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

**Performance Objective 2:** Continue to provide activities to support Discipline, PBIS, SEL, drug free, anti-bullying, and positive School Culture with the goal of having less than 94 discipline referrals (2018 number of referrals).

**Evaluation Data Source(s) 2:** PEIMS records, sign-in sheets, and surveys,

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 1) Counselor will provide guidance lessons to all students.	2.4, 2.5, 2.6	Counselor Principal Assistant Principal	Decrease in discipline referrals Increased self respect to self and others.				
<b>Additional Targeted Support Strategy</b> 2) Procure nursing supplies, nurse will provide guidance to all students in hygiene, conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.	2.6	Nurse					
<b>Funding Sources:</b> 199 General Fund - 0.00							
3) PBIS monthly reward system to encourage and celebrate positive behavior amongst Students.	2.4, 2.5, 2.6	Principal Assistant Principal PEIMS Clerk					

### Goal 3: Lead with Character and Ethics


**El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.**

**Performance Objective 1:** Hillside will follow all local, state, and federal guidelines by having meetings, obtaining feedback, and ensuring accountability from all stakeholders.

**Evaluation Data Source(s) 1:** PEIMS records, CIP checks and balances with budget, other pertinent District and campus reports.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 1) CIT will meet regularly to discuss items of discussions pertinent to CIP goals with the intent of ensuring accountability for student academic growth from administration. General supplies will be procured for administration to ensure the school continuous to achieve all set goals in the CIP.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Counselor CIT Chair	Student academic growth				
				Funding Sources: 199 General Fund - 0.00			
<b>Additional Targeted Support Strategy</b> 2) To procure miscellaneous supplies for administration . Administration will attend staff development in town to maintain up-to-date research based practices for students and teachers.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Secretary					
			Funding Sources: 199 General Fund - 0.00				
<b>Additional Targeted Support Strategy</b> 3) Administration will attend staff development in and/or out-of-town to maintain up-to-date research based practices for students and teachers.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Secretary					
			Funding Sources: 199 General Fund - 0.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 4) To procure technology supplies for administration, Desk tops, lab tops, printers, and other technology supplies as needed to ensure CIP goals are supported.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal Secretary					
<b>Funding Sources:</b> 199 General Fund - 0.00							
							

## Goal 4: Community Partnerships

**El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.**

**Performance Objective 1:** Continue to encourage family support for all students by doing the following: Provide 4 parental card making activities, have grade level performances, offer content based activities for parents, and maintain a FACE (Family and Community Engagement) Warrior Lodge.


**Evaluation Data Source(s) 1:** surveys, sign-in sheets, school calendar


**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 1) Provide miscellaneous materials for Family and Community Engagement activities for all our parents so they may have the tools and strategies to support their students with academic instruction at home. Snacks for Strong Families Strong Father activities, SEL activities, PBIS activities, and other activities to ensure this campus has continuous (FACE) family and community engagement.	2.4, 2.5, 2.6, 3.1, 3.2	PEL Principal Assistant Principal Counselor	Increased family involvement with the goal of having increased student academic growth				
				<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00			
<b>Additional Targeted Support Strategy</b> 2) Provide general supplies for Family and Community Engagement activities to parents so they may have the tools and strategies to support their students with academic instruction at home.	2.4, 2.5, 2.6, 3.1, 3.2	PEL Principal Assistant Principal Counselor	Increased family involvement with the goal of having increased student academic growth				
				<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00			
<b>Additional Targeted Support Strategy</b> 3) Provide Reading materials for Family and Community Engagement activities to parents so they may have the tools and strategies to support their students with academic instruction at home.	2.4, 2.5, 2.6, 3.1, 3.2	PEL Principal Assistant Principal Counselor	Increased family involvement with the goal of having increased student academic growth				
				<b>Funding Sources:</b> 211 ESEA Title I (Campus) - 0.00			


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> 4) CHS (coordinated School Health) events to engage family and community in practices healthy choices to include physical activity events.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, CSH Coordinator, Nurse, PEL	The school community will make wiser choices as a result of the activities and lesson presented.				

 = Accomplished

 = Continuc/Modify

 = No Progress

 = Discontinue



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Provide teachers PLC time during the instructional day while students attend physical education classes.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA). Sec. 1114(b) (6) Data was gathered from different sources as the needs and strengths of all campus staff and students were addressed; particularly the needs of our at-risk population.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The CIP was developed with the involvement of parents and other members of the community to be served and individuals including teachers, principal, other school leaders, paraprofessionals present in the school, and other individuals determined by the school. Sec. 1114 (b)(1-5).

### **2.2: Regular monitoring and revision**

The CIP remains in effect for the duration of the school's participation under this part, the plan and its implementation will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3)

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

The CIP is available to the local educational agency, parents, and the public in electronic and print form. The CIP is presented to the community during beginning of year parent meeting.

## **2.4: Opportunities for all children to meet State standards**

The plan outlines performance objectives and strategies that will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners) [Sec 1111(c)(2)] to meet the challenging State academic standards. This will be accomplished through data monitoring, staff development and flexible scheduling.

## **2.5: Increased learning time and well-rounded education**

Hillside Elementary will use methods and instructional strategies that strengthen the academic program in the school to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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

This plan address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards and how their needs will be met.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The campus will distribute, to parents and family members of participating children, the written parent and family engagement policy. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The

policy will be presented to the community during a beginning of year parent meeting.

### **3.2: Offer flexible number of parent involvement meetings**

To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, Hillside elementary will provide a variety of opportunities for parents and families to be involved in their child's education with activities such as:

- Providing opportunities for parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement.
- Provide materials, training, and time for parents to work with their child in the areas of Reading, Math, Science, and Technology.
- Send home information in Spanish and English.
- Continue to create an inviting environment in the Warrior Lodge so parents may feel welcomed on campus.
- Continue to encourage more parent volunteers to join the now current volunteers.

## 2019-2020 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Alejandra Santillanes	CIT Resource
Classroom Teacher	Becky Hernandez	CIT Music & CIT Minute Taker
Administrator	Celia Vela	CIT AP Admin backup
Administrator	Cynthia Anderson	CIT Principal Admin
Classroom Teacher	Rosario Reynolds	CIT Deaf Ed Rep
Counselor	Sylvia Munoz	CIT Counselor Admin Backup
Classroom Teacher	Tiffany Vera	CIT PK Rep
Paraprofessional	Alice Mendoza	CIT Hourly Rep
Classroom Teacher	Andrew Carcerano	CIT 3rd grade
Classroom Teacher	Guadalupe Alvarez	CIT 4th grade
Parent	Jazmin Herrera	CIT Parent
Classroom Teacher	Lindsey Torres	CIT 5th grade& Minute Taker Backup
Classroom Teacher	Margarita Gonzalez	CIT Kinder
Classroom Teacher	Susan Mendez	CIT 2nd grade
Non-classroom Professional	Teresa Covarrubias	CIT ALL & CIT Non-voting Member
Classroom Teacher	Melinda Olivas	CIT 1st grade & CIT Time Keeper Backup
Classroom Teacher	Martin Alvarado	CIT PE & CIT Time Keeper

# Demographics

Committee Role	Name	Position
Parent	Jazmin Herrera	Parent
Non-voting member	Sylvia Munoz	Counselor
Classroom Teacher	Tiffany Vera	PK4
Classroom Teacher	Andrew Carcerano	3rd grade
Classroom Teacher	Rosario Reynolds	S4 and S5 Deaf Ed
Parent	Leticia Vargas	Parent

# Perceptions

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Erica Castillo	4th grade
Classroom Teacher	Margarita Gonzalez	Kinder Dual
Classroom Teacher	Martin Alvarado	P.E. Coach
Community Representative	Pablo Lopez	Community Member
Classroom Teacher	Alejandra Santillanes	Resource Teacher

# Student Achievement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Melinda Olivas	1st grade
Classroom Teacher	Deidra Minton	5th grade
Classroom Teacher	Melissa Joseph	1st Grade
Classroom Teacher	Martha Villegas	1st Grade



# Process and Programs

Committee Role	Name	Position
Parent	Guadalupe Barraza	parent
Classroom Teacher	Susan Mendez	2nd grade
Non-classroom Professional	Alicia Mendoza	Paraprofessional
Classroom Teacher	Becky Hernandez	Orchestra

# Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitute & Fringe	185.11.6112.121.30.362.121	\$0.00
1	1	2	Substitute & Fringe	185.11.6112.121.34.362.121	\$0.00
1	1	3	Para Instruction Salary & Fringes	185.11.6129.121.30.000.121	\$0.00
1	1	4	Staff Development	13.6499	\$1,800.00
1	1	6	General Supplies	185.11.6399.121.30.000.121	\$4,871.34
1	1	6	General Supplies	185.13.6399.121.30.000.121	\$1,000.00
1	1	7	Testing Materials	185.11.6339.121.30.000.121	\$7,000.00
1	1	7	Technology	185.11.6395.121.30.000.121	\$35,000.00
1	1	8	Reading Supplies	185.11.6329.121.30.000.121	\$1,000.00
<b>Sub-Total</b>					<b>\$50,671.34</b>
<b>Budgeted Fund Source Amount</b>					<b>\$73,262.00</b>
<b>+/- Difference</b>					<b>\$22,590.66</b>
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	CTC Math Instruction	211.11.6119	\$0.00
1	1	1	CTC Math Staff Development	211.13.6119	\$0.00
1	1	2	Substitute & Fringe	211.11.6112.121.24.362.121	\$7,000.00
1	1	2		211.13.6499	\$0.00
1	1	3		211.11.6129.121.24.801.121	\$0.00
1	1	3		211.11.6129.121.32.801.121	\$0.00
1	1	4	Extra duty pay and fringes		\$0.00

**211 ESEA Title I (Campus)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	General Supplies	211.11.6399.121.24.801.121	\$24,483.33
1	1	6	General Supplies - Library	211.12.6399.121.24.801.121	\$500.00
1	1	6	General Supplies	211.11.6329.21.24.801.121	\$0.00
1	1	7	Testing Matrials	211.11.6339.121.24.801.121	\$20,000.00
1	1	8	Reading Supplies	211.12.6329.121.24.801.121	\$1,000.00
1	1	9	Consultants	211.13.6299.121.24.801.121	\$0.00
4	1	1	Parental Involvement	211.61.6499.121.24.801.121	\$0.00
4	1	2	Parental Involvement Supplies	211.61.6399.121.24.801.121	\$0.00
4	1	3	Parental Involvement Reading Supplies	211.61.6329.121.24.801.121	\$0.00
<b>Sub-Total</b>					\$52,983.33
<b>Budgeted Fund Source Amount</b>					\$211,004.00
<b>+/- Difference</b>					\$158,020.67
<b>Grand Total</b>					\$103,654.67