

El Paso Independent School District
Bonham Elementary School
2020-2021 Campus Improvement Plan



Mission Statement

Bonham Elementary School will establish a foundation in order to equip students for a successful future in a Global Society.

Vision

We believe quality instruction, high expectations, and a supportive environment will produce students equipped to meet the challenges of the future.

Distribution Plan

The CIP will be presented during October, 2017 to faculty and staff during CIT meeting for discussion and to receive their feedback and input.

The 2017-2017 CIP will be presented to parents and community in October, 2017 during coffee with the principal.

CIT will notify Associate, Area 3 Superintendent for Elementary in October, 2015 and the plan will be reviewed and monitored by Executive Director Quarterly.

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Comprehensive Needs Assessment

Revised/Approved: May 21, 2020

Demographics

Demographics Summary

Bonham Elementary School was built in 1956 and was named after James Butler Bonham, an American soldier who died defending the Alamo . Bonham has rich history and a strong bond with community members. Bonham has current staff members that have been servicing children at Bonham for more than 25 years. Bonham is scheduled to consolidate with MacArthur Middle School in 2021. The projected consolidation has not affected the daily functions of the school. Bonham continues to receive transfer requests to attend our school. As of August 31, 2020, enrollment is below the projected enrollment. (Source: Tableau)

Bonham offers various opportunities for parent and community involvement. Parent involvement events average parent attendance of approximately 30-40 parents/grandparents. Parent/community opportunities include events such as: Coffee with the Principal, 1-Parent involvement night each month, Home Depot Dad night, Father/Daughter Dance, Bring your dad to school day, Mother's Day Brunch, Mommy & Me Tea Party, Open House, Nutrition Classes and many more. Home to school connections are important at Bonham. Thursday folders are used as a form of communication between home and school and are sent home every Thursday. 100% of Bonham teachers subscribe to Class Dojo and use it as a daily/immediate form of communication with parents. Bonham utilizes a global messaging and text messaging system to communicate important happenings. The school Principal meets regularly with parents to provide parents with an update on Bonham happenings. She also sends a monthly parent

newsletter to all parents. Bonham utilizes Instagram, the campus website and Twitter as a means to inform our community of Bonham happenings. During the COVID Pandemic, the campus has communicated with parents via the school webpage, global messaging system. Bonham has remained in communication with the community by providing a list of direct phone numbers to our stakeholders.

Demographics Strengths

Current student participation counts at Bonham are 220 students. Bonham continues to receive student transfer requests from both in and out of district. Demographically speaking, Bonham is privileged to have a low student to teacher ratio allowing for intensified and prescribed instruction for each student. Bonham is a community school, therefore 90% of our students commute by walking or having parents drive the students.

Bonham continues to be home to Students participating in our deaf education program as well as to students who have a visual impairment.

Bonham has experienced a steady participation rate in parent participation in family engagement monthly events. Parents participate in all monthly events and parent events.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Bonham enrollment has remained stagnated from 2019-2020. **Root Cause:** The Bonham community is an established community with minimal family growth.

Student Learning

Student Learning Summary

DUE TO COVID PANDEMIC, STAAR TEST WAS NOT ADMINISTERED STATE WIDE. THE MOST RECENT DATA INDICATING STUDENT LEARNING IS AS FOLLOWS:

2018-2019 Texas Accountability Ratings:

OVERALL- Letter grade of **B**

2019 A-F Accountability Listing

EL PASO ISD (071902)

District / Campus Name	School Type	Grades Served	Alt Ed No	Eco Dis 74.6%	Overall Rating	Score	Student Achievement		School Progress				Closing the Gaps		AEA Bonus	
							Rating	Score	Academic Growth Rating	Score	Relative Performance Rating	Score	Rating	Score	Support Label	Plan EOC Retest
BONHAM EL	Elementary	EE - 05	No	93.3%	B	82	C	76	B	80	B	85	C	76		

At Bonham Elementary School, teachers and the Leadership team meet to develop systems and procedures

to address the academic and social emotional needs of all students. These systems include early identification of student need through the use of various screening instruments such as: bi-weekly fluency checks (teachers submit these to Administration every 2 weeks), district and campus benchmarks, campus created assessments, classroom observations, Istation data reports and DRA/EDL data.

Specific services are determined by using data received from the above mentioned identification tools. Students identified by teachers as "in need of support" are reviewed/discussed with the SST (student success team) committee. At which time, interventions and recommendations are made to the teacher.

Students are supported during regular class instruction, built in to our master schedule- intervention blocks, on-going RTI (response to intervention), after-school intervention/tutoring and Saturday campus (January - May) for grades 3rd - 5th.

The campus Principal, Assistant Principal and Active Learning Leader hold parent/student conferences with students targeted for accelerated instruction, ("in need of

assistance").

The 2018-2019 STAAR results indicate the following:

	Math	Reading	Writing	Science
	82% Approaches	68% Approaches		
3rd	38% Met	38% Met	N/A	N/A
	21% Mastered	26% Mastered		
	81% Approaches	86% Approaches	68% Approaches	
4th	48% Met	52% Met	33% Met	N/A
	19% Mastered	24% Mastered	4% Mastered	
	96% (1st Administration) Approaches	76% Approaches (1st Administration)		86% Approaches
5th	% Met	% Met	N/A	43% Met
	% Mastered	% Mastered		9% Mastered

Student Learning Strengths

	Math	Reading	Writing	Science
	17-18:75% Approaches	61% Approaches		
3rd	18-19: 82% Approaches	26% Met	N/A	N/A
	76% Approaches	17% Mastered		
		64% Approaches	68% Approaches	
4th	44% Met	36% Met	405 Met	N/A
	40% Mastered	24% Mastered	4% Mastered	

	Math	Reading	Writing	Science
	96% (1st Administration) Approaches	76% Approaches (1st Administration)		86% Approaches
5th	% Met	% Met	N/A	43% Met
	% Mastered	% Mastered		9% Mastered

In 2018-2019, student STAAR data indicates an increase in student performance in various grade levels and subjects.

For the 2019-2020 school year, we are anticipating an increase in student performance in DRA/EDL and STAAR assessments. For this school year, we have a full time Reading Specialist that will focus on student improvement in reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Mastered levels percentages in all grade levels in STAAR are below 50%. **Root Cause:** Classroom instruction has primarily been focused on interventions for struggling students.

School Processes & Programs

School Processes & Programs Summary

Bonham Elementary School runs systematically and functions on processes according to need. The following outlines a program summary and school systems according to area and need:

Curriculum and Instruction: A master schedule is developed to meet the state requirements of instructional required timeframes. The master schedule is created systematically beginning with the Special Education needs. This includes resource, inclusion, support facilitation, deaf education and Visually Impaired. Following this, master subject core subjects are incorporated to ensure each grade level has 90 minute blocks in core subjects. Bonham's master schedule is specifically designed to allow for 90 minute professional development sessions or PLCs for teachers and paraprofessionals to attend. This is done by combining P.E. blocks with fine arts/music/orchestra blocks in the master schedule. Enrichment is also incorporated into the master schedule. During this block, Gifted and Talented pull outs are held. GT pullouts are mandated by Texas in grades Kinder - 3rd grade. During the enrichment block, students are also provided with intervention based on needs. Students are reading school wide, taking AR tests or in reading interventions with the teachers. A full time reading specialist has been hired to ensure students receive additional reading support dependent on data analysis. Students are also provided with after-school enrichment in grades Kinder - 2nd grade and assist teachers in grades 3rd - 5th with after-school interventions. This process allows for students in testing grades to receive target and prescribed interventions. Teachers in grades Kinder-2nd meet on Mondays with teachers in grades 3rd - 5th to plan and debrief on weekly after-school interventions. Teachers are provided with in-district and out-of-district professional development in various academic areas. Our CIT/Campus Improvement team meets at least once a month to discuss campus needs to include approving funds for teacher staff development.

Personnel: Bonham Elementary School believes in recruiting, supporting and retaining highly qualified staff members to ensure the success of all students. Teachers are required to attend weekly PLCs and weekly faculty meetings. 85% of the time our faculty meetings are teacher lead. During walk-throughs, administrators look for lessons, activities, etc. that would benefit our entire Bonham team so teachers are asked to present/train on their best practices. Our campus Principal offers all teachers and staff an opportunity to participate in staff interviews. Depending on the position, employees are asked to volunteer to serve on the various committees. Our Principal meets with each prospective employee that has taken the time to personally go to Bonham to drop off resumes. This is a process that has been established by our Principal to ensure the recruitment of the best fit staff for Bonham students.

Organization: A year at a glance calendar of events is provided to each staff member. A 10 month large sized calendar is also available to all staff in our community corral (teacher's lounge). This allows for all stakeholders to be aware of important dates. The Principal also provides a monthly calendar to keep parents informed of upcoming events in advance. The Principal also sends out a weekly calendar with instructional focuses. Typically, these weekly messages are sent to all staff members on Sundays.

Administrative: Bonham has 1 Principal and 1 Assistant Principal. The leadership team consists of the Principal, Assistant Principal, Active Learning Leader, Counselor, Reading Specialist and Librarian. Bi-weekly meetings are held to discuss calendar of events and important happenings. Our Administrative team works closely together and are consistently visible together before school and after-school.

Bonham processes and systems are consistently reviewed to ensure they meet the needs of the campus. This is done in collaboration with the Administrative team, teachers and the campus improvement team.

School Processes & Programs Strengths

Bonham is very systematic and has processes in place that allow for all stakeholders to fully understand what our campus expectations are. This allows for consistency across instruction, policies and procedures.

Bonham's master schedule outlines specific time allocations for instruction. Bonham's master calendar allows for a year at a glance of important events and reminders for all faculty and staff. Faculty and Staff are also provided with a year long calendar to keep up to date on special events.

Faculty and staff have a strong understanding of expectations and are consistently informed of important events.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Community business are not active participants in school events. **Root Cause:** Campus has not solicited the participation as often as it should.

Perceptions

Perceptions Summary

At Bonham Elementary, school culture and climate encompasses safety, customer service and social emotional well being of all students, faculty and staff. As a team, faculty, staff, administration and parents collaborate to ensure that our school's mission and vision are the focus to a successful culture, climate and safe school.

Through our campus PLCs, CIT meetings, faculty trainings, professional development, student related activities and parent workshops culture and climate is addressed. Consistent discipline policies and procedures at the campus are implemented and enforced. The use of PBIS and Student Code of Conduct enforcement has decreased our campus discipline concerns. All classrooms/grade levels develop and implement a discipline/classroom management policy that is aligned to our PBIS matrix. This allows for consistency across grade levels. In 2017-2018 Bonham became an SEL (Social Emotional Learning) campus. This has assisted in the success of Bonham students, both academically and socially. Our 2020-2021 goal is to continue training parents on SEL. All SEL components are discussed daily over our morning announcements and in each classroom. We have a belief system that consistency in discussing SEL components will reach all students. Each school year, our Principal incorporates a "yearly school theme" that motivates students, parents and staff. The theme for the upcoming school year is "Bonham is a PLACE TO BUILD MINDS. This will be lead by a Construction theme. The Principal sends weekly messages that highlight Bonham happenings and will call this, "Strengthen your minds " to go along with our theme. Our parents will also have an opportunity to participate in events. These various instructional and social emotional activities contribute to the belief systems, climate, culture and safety at Bonham Elementary School.

Perceptions Strengths

During the 2020-2021 school year, our climate survey revealed the following results from our student participation:

95.8% of students said they liked their school.

100% of students surveyed felt our principal was doing a good job.

59.1% said they use technology in the classroom.

81.8% said they have enough material to do their school work.

The following came from our parent participation:

98.4% feel their child is treated respectfully at the school.

98% feel their child is safe at the school.

98% feel their child will attend college.

96.8% feel their child is challenged in class.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent participation in parenting classes are below 30%. **Root Cause:** Parenting classes advertising has not been successful at reaching all parents.

Priority Problem Statements

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.

Performance Objective 1: Increase in 3rd- 5th grade math MEETS performance by 3% in June 2020. Increases will indicate the following:

2018 3rd: Math 42% TO 44% in 2019

3rd Rdg.: 26% TO 28%

4th Math: 44% TO 46%

4th Rdg: 36% TO 38%

5th Math:
















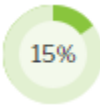
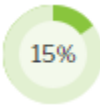
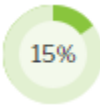
Targeted or ESF High Priority
















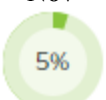
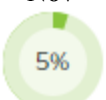
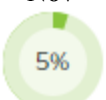
Evaluation Data Sources: BOY/MOY/EOY assessment data (benchmarks, campus mock exams)





2019-2020 STAAR data








Summative Evaluation: None

<p>Strategy 1: Provide a highly qualified Science teacher to support Science curriculum and those students identified as economically disadvantaged, at risk, and LEP. This strategy will address the needs of all at-risk students.</p> <p>Strategy's Expected Result/Impact: Master Schedules, Lesson Plans, Students Rosters, Student Achievement per Grades, Scores, Work Samples, Interactive Notebooks</p> <p>Staff Responsible for Monitoring: Administration Science Teacher Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Salaries and Fringes - 211 ESEA Title I (Campus) - 211.11.6119.106.24.801.106 - \$71,027</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Identify students with Dyslexia and provide part time DRD teacher to support them via small group/pull out system. This will be done weekly, a total of 15 hours a week. Comprehension and fluency will be a target.</p> <p>Strategy's Expected Result/Impact: Number of students served; lesson plans, end of year results, lesson completion for each student</p> <p>Staff Responsible for Monitoring: Administration: Principal & Assistant Principal DRD teacher</p> <p>Title I Schoolwide Elements: 2.6, 2.6</p> <p>Funding Sources: Tutoring - 199 General Fund - 199.11.6117.106.11.314.106</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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<p>Strategy 3: Identify students, especially those identified as Hispanic, LEP, Economically Disadvantaged, in need of small group instruction/tutoring in reading, math, writing, and science in order to plan/develop tiered instruction action plans based upon on student data.</p> <p>Strategy's Expected Result/Impact: Student data will show improvement in reading, writing, math, and science by 2%.</p> <p>Staff Responsible for Monitoring: Administration Active Learning Leaders Science Teacher</p> <p>Comprehensive Support Strategy</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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<p>Strategy 4: Implement campus-wide writing across the curriculum program for grades K-5 to provide opportunities for all students to experience the writing process.</p> <p>Strategy's Expected Result/Impact: Completed student portfolios during accountability talks and improved STAAR scores by 2% in each core content area.</p> <p>Staff Responsible for Monitoring: Administration Active Learning Leaders</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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<p>Strategy 5: Identify and provide tutoring, mentoring, and tiered instruction, in the core subject areas, specifically Saturday School, for those students who have been identified as At-Risk, Economically Disadvantaged, homeless, Hispanic, and LEP.</p> <p>Strategy's Expected Result/Impact: Tutoring plans, Students Rosters, Attendance Records, Student Data, Action Plans, daily walk throughs</p> <p>Staff Responsible for Monitoring: Administration Active Learning Leaders Science Teacher Classroom Teachers</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Substitute Teachers and Fringes (2019-2020 Carry Over) - 211 ESEA Title I (Campus) - 211.11.6112.106.24.019.106 - \$0, Tutoring and Fringes - 185 SCE (Campus) - 185.11.6117.106.30.019.106 - \$6,705, Substitute Teachers and Fringes - 211 ESEA Title I (Campus) - 211.11.6112.106.24.362.106 - \$2,029</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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<p>Strategy 6: Provide copier services to support implementation of district curriculum to address the needs of all students.</p> <p>Strategy's Expected Result/Impact: Will see an improvement in the ability of teachers address the needs of students.</p> <p>Staff Responsible for Monitoring: Administration Secretary to Principal</p> <p>Funding Sources: Rentals Operation Leases - Copier - 199 General Fund - 199.11.6269.106.11.100.106</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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<p>Strategy 7: Support Library activities such as replacing books, purchasing periodicals, classroom libraries, magazine subscriptions and new books to enhance instruction in all subject areas. Students will have the opportunity to access EPISD Launch Pad through Ipads purchased with 199 funds.</p> <p>Strategy's Expected Result/Impact: Instruction will be enhanced through added support by our improved library activities.</p> <p>Staff Responsible for Monitoring: Administration, Librarian</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Reading Materials - 185 SCE (Campus) - 185.12.6329.106.30.000.106 - \$1,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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<p>Strategy 8: Provide transportation services for field trips that will enhance and support the curriculum/TEKS, and to support transitional activities for students coming from Head Start or students going to Middle School, to include the social emotional needs such as with Operation School Bell.</p> <p>Strategy's Expected Result/Impact: Enhanced support of curriculum and support transitional students moving to Middle School.</p> <p>Staff Responsible for Monitoring: Administration, Secretary to Principal</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Misc. Operating Costs (2019-2020 Carry Over) - 185 SCE (Campus) - 185.23.6499.106.30.019.106 - \$500, Misc. Operating Cost - 185 SCE (Campus) - 185.11.6499.106.30.000.206 - \$600, Misc. Operating Costs - 199 General Fund - 199.11.6499.106.11.100.106</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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<p>Strategy 9: Provide supplies, and materials to administrative and office to support teachers and students appropriately.</p> <p>Strategy's Expected Result/Impact: Expenditure of funds</p> <p>Staff Responsible for Monitoring: Administration, Office, Active Learning Leaders</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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<p>Strategy 10: Purchase classroom technology - speaker for PE teachers, printer, infocus, HDMI cords, Auxiliary Cords, external DVD drives, and computers to replace non functioning technology to support teaching and student learning and to support Virtual Learning for Teachers and Students who would benefit from the use of Owl Labs, AirPods. Headphones and Elmo's to use during classroom instruction,</p> <p>Strategy's Expected Result/Impact: Teachers will have the ability to project instruction and provide students with quality learning.</p> <p>Staff Responsible for Monitoring: Administration Classroom teachers</p> <p>Funding Sources: Technology Equipment (2019-2020 Carry Over) - 211 ESEA Title I (Campus) - 211.11.6395.106.24.019.106 - \$6,074.90, Technology Equipment - 185 SCE (Campus) - 185.11.6395.106.30.000.106 - \$5,000, Technology Equipment - 211 ESEA Title I (Campus) - 211.11.6395.106.24.801.106 - \$3,500, Furniture & Equipment - 199 General Fund - 199.11.6396.106.11.100.106, Technology (2019-2020 Carry Over) - 185 SCE (Campus) - 185.11.6395.106.30.019.106 - \$16,670</p>	Reviews			
	Formative			Summative
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<p>Strategy 11: Funds to cover staff development training and staff development supplies. Teachers will continue to receive training on Curriculum, and best practices through weekly PLC's sessions with Instructional Team and Leadership Team.</p> <p>Strategy's Expected Result/Impact: Teachers will be trained on best practices on an ongoing basis to ensure student performance.</p> <p>Staff Responsible for Monitoring: Administration Active Learning Leaders TLI Science Teacher Classroom Teachers</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<p>Strategy 12: Teachers will attend weekly PLC's, to receive staff development and plan vertically and horizontally to increase student performance in all academic areas.</p> <p>Strategy's Expected Result/Impact: Teachers will be provided with student data that will assist in student instruction both vertically and horizontally.</p> <p>Staff Responsible for Monitoring: Administration Active Learning Leaders TLI Science Teacher Classroom Teachers</p>	Reviews			
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<p>Strategy 13: Purchase testing materials, workbooks, and practice tests to supplement curriculum and prepare students for campus, district, and state mandated tests. To be used for small group intervention and to reinforce state standards for At-Risk Students.</p> <p>Funding Sources: Testing Materials - 185 SCE (Campus) - 185.11.9339.106.30.000.106 - \$4,000, Testing Materials (2019-2020 Carry Over) - 211 ESEA Title I (Campus) - 211.11.6339.106.24.019.106 - \$0, Testing Materials - 211 ESEA Title I (Campus) - 211.11.6339.106.24.801.106 - \$1,200, Testing Materials 2019-2020 carry Over) - 185 SCE (Campus) - 185.11.6339.106.30.019.106 - \$1,188</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June

<p>Strategy 14: Provide instructional supplies, materials, and resources to teachers and staff in order to increase student achievement and support curriculum.</p> <p>Strategy's Expected Result/Impact: Expenditure of funds.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Active Learning Leader</p> <p>Title I Schoolwide Elements: 2.6, 2.6</p> <p>Funding Sources: Instructional Supplies (2019-2020 Carry Over) - 211 ESEA Title I (Campus) - 211.11.6399.106.24.019.106 - \$3,981.44, Instructional Materials - 185 SCE (Campus) - 185.11.6399.106.30.000.106 - \$12,273, General Supplies - 199 General Fund - 199.11.6399.106.11.100.106, Reading Materials - 185 SCE (Campus) - 185.11.6329.106.30.019.106 - \$1,000, Instructional Materials - 211 ESEA Title I (Campus) - 211.11.6399.106.24.801.106 - \$10,344, Instructional Materials (2019-2020 Carry Over) - 185 SCE (Campus) - 185.11.6399.106.30.019.106 - \$3,821</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<p>Strategy 15: Provide funding for subs, in order to allow campus teachers to test students throughout the year and during state mandated testing.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.4</p> <p>Funding Sources: Substitutes and Fringe Benefits - 199 General Fund - 199.11.6112.106.11.362.106, Substitutes - 185 SCE (Campus) - 185.11.6112.106.30.362.106 - \$1,522, Substitutes (2019-2020 Carry Over) - 185 SCE (Campus) - 185.11.6112.106.30.019.106 - \$0</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<p>Strategy 16: Purchase technology for administration and office staff to replace old or non-functioning technology. Technology will support teachers, and students, and allow for a more efficiently managed campus.</p> <p>Strategy's Expected Result/Impact: Expenditure of funds for necessary equipment and technology.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Technology Equipment - 199 General Fund - 199.23.6395.106.99.100.106</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
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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.




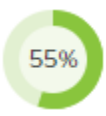
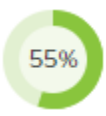
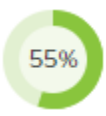










Performance Objective 1: Implement strategies to provide a safe and secure learning environment for all students and employees at Bonham Elementary School.

Targeted or ESF High Priority

Evaluation Data Sources: School Climate Surveys will indicate student, staff and community satisfaction in strategies that are utilized to ensure the safety of all stakeholders.

Summative Evaluation: None

<p>Strategy 1: Implement/provide anti-bullying training/programs for teachers, staff, parents and students.</p> <p>Strategy's Expected Result/Impact: Increase positive interactions and behaviors from ALL faculty, staff, parents, and student body and reduce discipline referrals from 2019-2020.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	Feb	Apr	June
<p>Strategy 2: Counselor will provide monthly guidance lessons virtually and face to face through the use of a guidance calendar, visuals and instructional resources</p> <p>Strategy's Expected Result/Impact: Student will receive lessons weekly to address Core Essential curriculum resulting in reduced discipline referrals and increase positive behaviors and the social emotional well being of all students.</p> <p>Staff Responsible for Monitoring: Counselor Teachers</p> <p>Funding Sources: Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.106.24.801.106 - \$550, Reading Materials - Counselor - 211 ESEA Title I (Campus) - 211.31.6329.106.24.801.106 - \$550, Reading Materials - Counselor (2019-2020 Carry Over) - 211 ESEA Title I (Campus) - 211.31.6329.106.24.019.106 - \$215, Reading Materials (2019-2020 Carry Over) - 211 ESEA Title I (Campus) - 211.11.6329.106.24.019.106 - \$968.66</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	Feb	Apr	June
<p>Strategy 3: Provide activities/assistance to support the emotional, physical and academic needs of homeless students.</p> <p>Strategy's Expected Result/Impact: Homeless students receive transportation services and student participation in community organizational opportunities such as Operation School Bell, and Spirit of Christmas.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	Feb	Apr	June

<p>Strategy 4: Implement Student Wellness Committee to support student wellness, safe and secure environment, and positive school atmosphere for all students.</p> <p>Strategy's Expected Result/Impact: Improved student physical fitness. PBIS, PTBB, and Positive Office Referrals are utilized to help create a safe and positive environment.</p> <p>Staff Responsible for Monitoring: Administration Physical Education Coaches</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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Formative			Summative														
Nov	Feb	Apr	June														
																	
<p>Strategy 5: Safety protocol procedures will be implemented school-wide and on-going training will be provided during the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: 100% Participation of students, faculty/staff during fire drills, lock-down drills and school-wide safety protocol procedures.</p> <p>Staff Responsible for Monitoring: EPISD Police Services Administration Faculty/Staff Members</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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Nov	Feb	Apr	June														
																	
<p>Strategy 6: Provide 4th Grade students with the opportunity to participate in the Kids Excel program via virtual platform for the 2020-2021 school year or upon returning face to face.</p> <p>Strategy's Expected Result/Impact: Improved student physical fitness. Program allows students an artistic outlet that reinforces curriculum and improves academic performance.</p> <p>Staff Responsible for Monitoring: Administration 4th Grade Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5</p> <p>Funding Sources: Misc. Contracted Services - 199 General Fund - 199.11.6299.106.11.100.106</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
Reviews																	
Formative			Summative														
Nov	Feb	Apr	June														
																	
<p>Strategy 7: Provide medical supplies and resources, including yearly TSNO training, to school nurse in order to ensure student welfare and safety.</p> <p>Strategy's Expected Result/Impact: Improve quality and quantity of medical supplies and resources to ensure a safe environment.</p> <p>Staff Responsible for Monitoring: Administration School Nurse Secretary to Principal</p> <p>Funding Sources: General Supplies Nurse - 199 General Fund - 199.33.6399.106.99.100.106</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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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: During the 2020-2021 academic school year SEL Sanford Harmony Curriculum will be implemented school-wide to increase the Social Emotional well being of ALL faculty, staff, and students.

Evaluation Data Sources: Discipline data reports
Walk-throughs with evidence of curriculum /Virtual Classroom walk-throughs implementation

Summative Evaluation: None

<p>Strategy 1: Provide student incentives and recognition upon returning face to face that promote a positive environment through which students will succeed, academically socially, and emotionally. SEL components will be implemented school-wide to increase the Social Emotional well being of ALL faculty, staff, and students.</p> <p>Strategy's Expected Result/Impact: Increased visibility of desired student behaviors.</p> <p>Staff Responsible for Monitoring: Administration School Counselor Teachers</p> <p>Funding Sources: General Supplies - Counselor (Incentives and awards) - 199 General Fund - 199.31.6399.106.99.100.106</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 2: SEL/PBIS committee will attend required district trainings upon returning face to face 2nd semester of the 2020-2021 school year and train faculty/staff through staff developments.</p> <p>Strategy's Expected Result/Impact: SEL components will be visible during classroom walk-troughs.</p> <p>Staff Responsible for Monitoring: Administration School Counselor Teachers</p> <p>Funding Sources: Misc. Operating Costs - 211 ESEA Title I (Campus) - 211.13.6499.106.24.801.106 - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
<p>Strategy 3: Morning Meetings/Community Circles will be implemented daily by classroom teachers virtually and upon returning face to face for the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Increase self awareness, relationship building, and responsible decision-making.</p> <p>Staff Responsible for Monitoring: Administration Counselor Classroom Teachers</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: During the 2020-2021 school year, all faculty and staff will follow and implement district, state, and federal policies/procedures/guidelines.

Evaluation Data Sources: Compliance with 100% of faculty/staff completion of online trainings.

Transparency will be seen with all financial transactions, planning and expenditures of all budget accounts. Financials will be reviewed during CIT meetings.



Summative Evaluation: None

<p>Strategy 1: Review of campus budget funds, purchase orders and expenditures on a monthly basis.</p> <p>Strategy's Expected Result/Impact: The use of the Monthly Budget Report in TEAMS, as well as CIT agenda and CIT minutes, will document monthly review of accounts and budget.</p> <p>Staff Responsible for Monitoring: Administration Secretary to Principal CIT Members</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
<p>Strategy 2: District's policies will be reviewed with and adhered to by staff at the BOY staff development and reviewed throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teachers will receive training and fully comprehend expectations outlined in district policy.</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
<p>Strategy 3: Mentoring Minds, STAAR Masters, Education Galaxy, Star Fall, etc will be purchased for use by students in grades Pre-Kinder through 5th grade to increase student performance in math, reading, science and writing.</p> <p>Strategy's Expected Result/Impact: Students knowledge will increase by use of these supplemental online resources.</p> <p>Staff Responsible for Monitoring: Administration Active Learning Leader</p> <p>Funding Sources: Misc Contracted Services - 185 SCE (Campus) - 185.11.6299.106.30.100.106</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Bonham Elementary School will partner with community organizations to provide opportunities for parents to partake in the success of all students.

<p>Strategy 1: Increase the number of Partners in Education and Community involvement, as well as to strengthen the relationships with the existing Partners in Education.</p> <p>Strategy's Expected Result/Impact: Increase number of activities involving PIEs and community members resulting in increased student opportunities</p> <p>Staff Responsible for Monitoring: Administration Parental Involvement Leader</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<p>Strategy 2: Provide parents with relevant training sessions, resources and materials that address the academic, social and emotional needs of the students, especially those identified as economically disadvantaged and at risk.</p> <p>Strategy's Expected Result/Impact: Increased parent participation.</p> <p>Staff Responsible for Monitoring: Administration Parental Engagement Leader Secretary</p> <p>Funding Sources: Parental Engagement Supplies - 211 ESEA Title I (Campus) - 211.61.6399.106.24.801.106 - \$600</p>	Reviews			
	Formative			Summative
	Nov 	Feb	Apr	June
<p>Strategy 3: Upon returning face to face, provide programs such as Reading Night, Math and Science Night, Cultural Presentation, Music and Orchestra Presentation to ensure parents have the opportunity to participate more fully in their child's education.</p> <p>Strategy's Expected Result/Impact: Increased parent participation, engagement and empowerment.</p> <p>Staff Responsible for Monitoring: Administration Parental Engagement Leader</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: Parental Engagement Leader will provide parents with nutritional goods and various supplies to support parenting classes/presentations such as nutrition classes and other parenting classes and presentations upon returning face to face in the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Increase number of parents participating in parent classes.</p> <p>Staff Responsible for Monitoring: Parental Engagement Leader Administration Secretary</p> <p>Funding Sources: Parental Engagement Misc. Operating Costs (2019-2020 Carryover) - 211 ESEA Title I (Campus) - 211.61.6499.106.24.019.106 - \$0, Parental Engagement Instructional Supplies (Carryover) - 211 ESEA Title I (Campus) - 211.61.6399.106.24.019.106 - \$0, Parental Engagement Misc. Operating Costs - 211 ESEA Title I (Campus) - 211.61.6499.106.24.801.106 - \$400</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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 2: Bonham Elementary School will provide 5-8 parental involvement events during the 2020-2021 school year, virtually and face to face that will enhance school and home connections.

Evaluation Data Sources: Parental Involvement Sign In sheets.

Summative Evaluation: None

<p>Strategy 1: Bonham will partner with Strong Fathers/Strong Families Program to increase the participation of fathers/father figures in the school setting through the implementation of Bring your Dad to school Day, Dad's Home Depot Night and Father-Daughter Ball.</p> <p>Strategy's Expected Result/Impact: Increase father/father figure participation during scheduled events.</p> <p>Staff Responsible for Monitoring: Administration Family Engagement Committee</p> <p>Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide a highly qualified Science teacher to support Science curriculum and those students identified as economically disadvantaged, at risk, and LEP. This strategy will address the needs of all at-risk students.
1	1	3	Identify students, especially those identified as Hispanic, LEP, Economically Disadvantaged, in need of small group instruction/tutoring in reading, math, writing, and science in order to plan/develop tiered instruction action plans based upon on student data.
1	1	5	Identify and provide tutoring, mentoring, and tiered instruction, in the core subject areas, specifically Saturday School, for those students who have been identified as At-Risk, Economically Disadvantaged, homeless, Hispanic, and LEP.
1	1	7	Support Library activities such as replacing books, purchasing periodicals, classroom libraries, magazine subscriptions and new books to enhance instruction in all subject areas. Students will have the opportunity to access EPISD Launch Pad through Ipads purchased with 199 funds.
1	1	8	Provide transportation services for field trips that will enhance and support the curriculum/TEKS, and to support transitional activities for students coming from Head Start or students going to Middle School, to include the social emotional needs such as with Operation School Bell.
2	2	3	Morning Meetings/Community Circles will be implemented daily by classroom teachers virtually and upon returning face to face for the 2020-2021 school year.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	8	Provide transportation services for field trips that will enhance and support the curriculum/TEKS, and to support transitional activities for students coming from Head Start or students going to Middle School, to include the social emotional needs such as with Operation School Bell.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

During the conclusion of the 2017-2018 school year, the faculty of Bonham collaborated on the CNA during a professional learning community. Staff members were placed into groups of 3-4 and given a blank copy of the campus CNA. Each group identified a problem statement for each area and linked it to a root cause. After each group collaborated, groups shared out as a whole to discuss commonalities and differences. These findings were then taken to CIT for the development and input of the campus CNA. **See attached worksheets and sign in sheets.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Bonham's Campus Improvement Plan is developed in collaboration with campus and community stakeholders, administrators, teachers, support staff, parents, district personnel and community members. Our CIP is a plan that is on-going and constantly being visited by the CIT, Campus Improvement Team. Elections are held for each position/title when terms are expired. The election process is led and orchestrated by the campus Administrators. Once members have been voted in, they are given dates of upcoming scheduled meetings. They are also advised that given the need, they will be asked to meet outside of scheduled meetings. The Campus Needs Assessment is reviewed with the team followed by the development of the CIP. All stakeholders participate in the development of our CIP. Revisions are made accordingly.

2.2: Regular monitoring and revision

Bonham CIT will review the CNA monthly during the scheduled CIT meetings. The CIP will be updated as needed.

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

Bonham sends information to parents in a language and format they understand such as report cards, reports regarding student achievement, parent involvement policy and school-parent compact. Bonham includes parents in developing the parental involvement policy and school-parent compact and help parents understand the state's academic content and achievement standards.

2.4: Opportunities for all children to meet State standards

Bonham teachers follow student IEP's to ensure student learning and to allow for our SPED population to have the same opportunities as our regular ed students. ELL students at Bonham learn with the support of the bilingual teacher and the following programs and techniques: SIOP, scaffolding, small group instruction, academic vocabulary, Istation, and interactive notebooks. Bonham's master schedule allows for adequate instructional blocks and enrichment blocks. All students are awarded the opportunity to participate in Tier I Instruction and given Tier II Instruction through small group intervention built into the academic day, after-school instruction and Saturday camps. Teachers in Kinder - 2nd grade assist teachers in grades 3rd-5th with after-school interventions with the goal of providing added opportunities for teachers to reinforce state TEKS. All students participate in school wide activities such as grade level programs, counseling programs, music programs and instructional field trips. All programs are tied to state standards and reinforce

state mandated expectations.

2.5: Increased learning time and well-rounded education

Bonham will start an after school tutoring program in the second semester of the year. This will be not only for struggling students but also for students who are on level but need additional support to move beyond the target mark. Bonham also has Saturday school that is an active learning type environment that makes learning fun.

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

Bonham's leadership teams meets weekly to review student data and develop PLC's that address the gaps that surface from these data reviews. The campus has various initiatives, such as power of the pencil, which develops stamina for student writing. Teachers keep running records throughout the year to reflect on student progress and address gaps via our student resources such as small group instruction, balanced literacy centers, active learning and project based learning activities. Writing portfolios and accountability talks are constant and reviewed by administration throughout the year.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

While Bonham currently does not have a PTA, parent participation is very active. During the 2017-2018 school year, Bonham provided approximately 69 opportunities for parents to partake in various school activities. The development of the school parent and family engagement policy was done in collaboration with parents, teachers and Administration. The policy was then presented to parents during a Title I meeting. These meetings are typically held between September and October. All parents receive a copy of the parent and family engagement policy.

3.2: Offer flexible number of parent involvement meetings

During the 2017-2018 school year, Bonham offered 69 opportunities during and after school for parents to participate in involvement meetings. Parents participated in various activities and served as voting members to campus decision making related topics. Parent input is sought during Coffee with the Principal each month and during CIT meetings. Both parent meetings are announced and publicized.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Veronica Allen	Teacher	Science	1

2020-2021 Needs Assessment Team

Committee Role	Name	Position
Administrator	Sandy Portillo-Sanchez	Principal
Administrator	Norman Candelaria	Assistant Principal
Non-classroom Professional	Patricia Roman	Counselor
Classroom Teacher	Veronica Allen	Classroom Teacher Science
Hourly Employee	Angelica Aquila	Campus Non-Certified Food Service
Paraprofessional	Etta Armijo	Campus Non-Certified Paraprofessional
Classroom Teacher	Nicholas Ballesteros	Classroom Teacher 4th Dual Language
Classroom Teacher	Christina Cantu	Classroom Teacher 3rd Mono
Classroom Teacher	Maria Del Carmen Delgado	Classroom Teacher PreKinder SPED Collab
Classroom Teacher	Viviana Lazo	Classroom Teacher Music
Classroom Teacher	Elizabeth Ramos	Classroom Teacher Kinder Mono Collab
Classroom Teacher	Rosalinda Sepulveda	Classroom Teacher 3rd Dual Language
Classroom Teacher	Elizabeth Valtierra	Classroom Teacher Kinder Collab
Librarian	Maribel Varela	Non-Teacher Professional Librarian
Classroom Teacher	Christopher Wagner	Classroom Teacher Deaf Ed.
Parent	Richard Vergara	Parent
Business Representative	Bruce Vandervolt	Business Member Hyundai El Paso
Administrator	Anna Marie Torres	RPSDABA Coordinator Improvement

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Parent	Sarai Acosta	Parent
Classroom Teacher	Nicholas Ballesteros	4th Dual Teacher
Administrator	Sandy Sanchez	Principal
Administrator	Norman Candelaria	Assistant Principal
Classroom Teacher	Elizabeth Valtierra	Pre-Kinder Collaborative
Classroom Teacher	Rosalinda Sepulveda	3rd Grade Teacher
Classroom Teacher	George Roque	5th Bilingual Teacher
Classroom Teacher	Christopher Wagner	Deaf Ed. Teacher
Business Representative	Bruce Vandervort	Hyundai of El Paso General Manager
Non-classroom Professional	Carolyn Moody	Active Learning Leader
Non-classroom Professional	Maribel Varela	Librarian
Non-classroom Professional	Julio Mascorro	Counselor
District-level Professional	Anna Marie Torres	RTSBA Coordinator Improvement
Hourly Employee	Etta Armijo	Kinder Paraprofessional
Hourly Employee	Angelica Aguila	Food Service Specialist
Parent	Daniela Nunez	Parent
Parent	Richard Vergara	Parent
Classroom Teacher	Viviana Lazo	Music Teacher
Classroom Teacher	Veronica Allen	Science Teacher

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutoring and Fringes	185.11.6117.106.30.019.106	\$6,705.00
1	1	7	Reading Materials	185.12.6329.106.30.000.106	\$1,000.00
1	1	8	Misc. Operating Costs (2019-2020 Carry Over)	185.23.6499.106.30.019.106	\$500.00
1	1	8	Mis c. Operating Cost	185.11.6499.106.30.000.206	\$600.00
1	1	10	Technology Equipment	185.11.6395.106.30.000.106	\$5,000.00
1	1	10	Technology (2019-2020 Carry Over)	185.11.6395.106.30.019.106	\$16,670.00
1	1	13	Testing Materials	185.11.9339.106.30.000..106	\$4,000.00
1	1	13	Testing Materials 2019-2020 carry Over)	185.11.6339.106.30.019.106	\$1,188.00
1	1	14	Instructional Materials	185.11.6399.106.30.000..106	\$12,273.00
1	1	14	Reading Materials	185.11.6329.106.30.019.106	\$1,000.00
1	1	14	Instructional Materials (2019-2020 Carry Over)	185.11.6399.106.30.019.106	\$3,821.00
1	1	15	Substitutes	185.11.6112.106.30.362.106	\$1,522.00
1	1	15	Substitutes (2019-2020 Carry Over)	185.11.6112.106.30.019.106	\$0.00
3	1	3	Misc Contracted Services	185.11.6299.106.30.100.106	\$0.00
Sub-Total					\$54,279.00
Budgeted Fund Source Amount					\$54,279.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries and Fringes	211.11.6119.106.24.801.106	\$71,027.00
1	1	5	Substitute Teachers and Fringes (2019-2020 Carry Over)	211.11.6112.106.24.019.106	\$0.00
1	1	5	Substitute Teachers and Fringes	211.11.6112.106.24.362.106	\$2,029.00
1	1	10	Technology Equipment (2019-2020 Carry Over)	211.11.6395.106.24.019.106	\$6,074.90
1	1	10	Technology Equipment	211.11.6395.106.24.801.106	\$3,500.00
1	1	13	Testing Materials (2019-2020 Carry Over)	211.11.6339.106.24.019.106	\$0.00
1	1	13	Testing Materials	211.11.6339.106.24.801.106	\$1,200.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	Instructional Supplies (2019-2020 Carry Over)	211.11.6399.106.24.019.106	\$3,981.44
1	1	14	Instructional Materials	211.11.6399.106.24.801.106	\$10,344.00
2	1	2	Reading Materials	211.11.6329.106.24.801.106	\$550.00
2	1	2	Reading Materials - Counselor	211.31.6329.106.24.801.106	\$550.00
2	1	2	Reading Materials - Counselor (2019-2020 Carry Over)	211.31.6329.106.24.019.106	\$215.00
2	1	2	Reading Materials (2019-2020 Carry Over)	211.11.6329.106.24.019.106	\$968.66
2	2	2	Misc. Operating Costs	211.13.6499.106.24.801.106	\$1,000.00
4	1	2	Parental Engagement Supplies	211.61.6399.106.24.801.106	\$600.00
4	1	4	Parental Engagement Misc. Operating Costs (2019-2020 Carryover)	211.61.6499.106.24.019.106	\$0.00
4	1	4	Parental Engagement Instructional Supplies (Carryover)	211.61.6399.106.24.019.106	\$0.00
4	1	4	Parental Engagement Misc. Operating Costs	211.61.6499.106.24.801.106	\$400.00
Sub-Total					\$102,440.00
Budgeted Fund Source Amount					\$102,440.00
+/- Difference					\$0.00
Grand Total					\$156,719.00

Addendums