

Newgulf Elementary School 2011-2012

Campus Improvement Plan

2011-2012 School Year

Campus Improvement Plan
 Newgulf Elementary School 2011-2012
 Committee Members - Planning and Decision Making

Name	Title	Campus/District	Term Ends
Andel, Cathy	Community Representative	Newgulf Elementary School	8-2013
Chaka, Tanya	Parent	Newgulf Elementary School	8-2013
Floyd, Gerald	Principal	Newgulf Elementary School	8-2012
Harrison, Kate	Parent	Newgulf Elementary School	8-2014
Chumchal, Melanie	Business Representative	Newgulf Elementary School	8-2012
Neumayer, Luke	Business Representative	Newgulf Elementary School	8-2013
Guin, Sherrie	Teacher	Newgulf Elementary School	8-2014
Taylor, Linda	ESL Teacher	Newgulf Elementary School	8-2013
Starks, Laura	Teacher	Newgulf Elementary School	8-2013
Cavazos, Renee	Library Aide	Newgulf Elementary School	8-2013
Benavides, Amy	Teacher	Newgulf Elementary School	8-2013
Fisher, Larry	Community Representative	Newgulf Elementary School	8-2012
Sacra, Lil	Teacher	Newgulf Elementary School	8-2014
Folmar, Nicole	Other Campus Professional	Newgulf Elementary School	8-2012
Schoenfield, Cathy	Teacher	Newgulf Elementary School	8-2012
Voulgaris, Lindsay	Teacher	Newgulf Elementary School	8-2012

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Names of People Responsible For Implementation

Name	Title	Campus/District
Gibson, Jonathan	AEP Coordinator	Boling ISD
Blanar, Bryan	Assistant Superintendent	Boling ISD
Stavinoha, Mona	Dyslexic Teacher/Accelerated Reading Teacher	Newgulf Elementary School
Floyd, Gerald	Principal	Newgulf Elementary School
Folmar, Nicole	Nurse	Newgulf Elementary School
Blanar, Stephanie	Secretary	Newgulf Elementary School
Kulak, Karen	Secretary	Newgulf Elementary School
Barrientos, Margarita	Custodian	Newgulf Elementary School
Garza, Mary	Custodian	Newgulf Elementary School
Muniz, Virginia	Custodian	Newgulf Elementary School
Dickson, Naomi	PreKindergarten Teacher	Newgulf Elementary School
Davis, Margaret	PreKindergarten Aide	Newgulf Elementary School
Gary, Melinda	Kindergarten Teacher	Newgulf Elementary School
Gerken, Carol	Kindergarten Teacher	Newgulf Elementary School
Harrell, Tami	Kindergarten Teacher	Newgulf Elementary School
Sacra, Lil	Kindergarten Teacher	Newgulf Elementary School
Goff, Lisa	First Grade Teacher	Newgulf Elementary School
Holton, Diana	First Grade Teacher	Newgulf Elementary School
Mach, Monica	First Grade Teacher	Newgulf Elementary School
Voulgaris, Lindsey	First Grade Teacher	Newgulf Elementary School
Wilkins, Sarah	Counselor	Newgulf Elementary School
TBD	First Grade Aide	Newgulf Elementary School
Guin, Sherrie	Second Grade Teacher	Newgulf Elementary School
Prochaska, Dawn	Second Grade Teacher	Newgulf Elementary School

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Names of People Responsible For Implementation

Rolf, Kimberly	Second Grade Teacher	Newgulf Elementary School
Stolle, Lisa	Second Grade Teacher	Newgulf Elementary School
Barbre, Linda	Third Grade Teacher	Newgulf Elementary School
English, Casey	Third Grade Teacher	Newgulf Elementary School
Krenek, Theresa	Third Grade Teacher	Newgulf Elementary School
Schoenfield, Cathy	Third Grade Teacher	Newgulf Elementary School
Villasana, Marisela	Third Grade Aide	Newgulf Elementary School
Atkinson, Michelle	Fourth Grade Teacher	Newgulf Elementary School
Garrett, Melanie	Fourth Grade Teacher	Newgulf Elementary School
Kulak, Tonya	Fourth Grade Teacher	Newgulf Elementary School
Benavides, Amy Jo	Fourth Grade Teacher	Newgulf Elementary School
Johse, Nancy	Fourth Grade Aide	Newgulf Elementary School
Burns, Brooke	Fifth Grade Teacher	Newgulf Elementary School
Moore, Linda	Fifth Grade Teacher	Newgulf Elementary School
Starks, Laura	Fifth Grade Teacher	Newgulf Elementary School
Zepeda, Carol	Fifth Grade Aide	Newgulf Elementary School
Loftin, Karen	Special Education Teacher	Newgulf Elementary School
Johnson, Jolie	Special Education Aide	Newgulf Elementary School
Taylor, Linda	ESL Teacher	Newgulf Elementary School
Tabor, Heather	Music Teacher	Newgulf Elementary School
Kocian, Kerry	Physical Education Teacher	Newgulf Elementary School
Rolf, Laura	Physical Education Aide	Newgulf Elementary School
Cavazos, Renee	Library Aide	Newgulf Elementary School
Fitzgerald, Kristen	Computer Aide	Newgulf Elementary School

Attendance Committee

Monica Mach
Lisa Stolle
Gerald Floyd

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LPAC

Senjuana Aguillon
Linda Taylor
Gerald Floyd

Mission Statement

Educators at Newgulf Elementary School believe that what students achieve during their school years, is largely determined by their success or lack of it, at the elementary level. We are determined to do everything within our abilities, to ensure that each child has the basic skills needed to ensure academic success. We especially see a need for students to be proficient in reading, math and commit ourselves to that end.

Motto

TOGETHER WE CAN

TOGETHER Effort is needed to achieve any level of success; however, there must be a combined effort of the students, the teachers, the administrators, the parents and the whole community to provide a climate which fosters success.

WE Students, teachers, administrators, parents and the community must be involved and work together to promote an atmosphere for excellence.

CAN Every child can learn and experience success. The level of success is determined by the level of expectation.

Needs Assessment Summary

Newgulf Elementary Needs Assessment Summary

Newgulf Elementary received an Accountability Rating from TEA in 2011 of Exemplary. The Exemplary category requires that 90% of all students and each student group (African American, White, Hispanic and Economically Disadvantaged) meet the minimum standards on all TAKS tests. In addition, Newgulf Elementary received Gold Performance Acknowledgments in Science. This indicates that 30% or more of all examinees scored at or above the TAKS commended standard.

Student Strengths and Needs:

Reading: The campus passing rate for the third grade TAKS Reading test for all students in 2011 was 99%, which not only exceeded the previous year's passing rate, but exceeded both the region and the state averages. Fourth grade reading scores improved by several percentage points over the previous year and also exceeded the region and state averages for that grade level. The writing scores for fourth grade averaged 94% for the grade level, with some student groups (Hispanics, Whites and Females) exceeding the campus rate. Fifth grade reading also increased from the previous year and exceeded both the region and state averages.

While overall the passing rates in reading were high for Newgulf Elementary, some of the subpopulations experienced more difficulty. LEP students' scores were significantly higher in third grade than the previous year's average and also exceeded the campus rate. Although At Risk students performed at lower levels in all three grade levels than the campus average, scores slightly increased from the previous year.

Math: The campus Math scores for all students ranged from 91% to 96%. Third grade Math scores for all students decreased from the previous year. The results for the subpopulations were mixed. The At Risk population showed the mixed results in scores from the previous year. Fourth graders were most successful, with a 13% increase from the previous year. Hispanic population saw a large increase in scores, as did the Economically Disadvantaged and At Risk students. Fifth grade Math scores decreased also, but still exceeded both the region and state averages. The scores for the subpopulations decreased slightly, with only the African American students and the At Risk students not meeting or exceeding the state averages.

Science: The percent of students that were successful on the Science test increased from the previous year and exceeded both the region and state averages. Most subpopulations improved their scores from the previous year.

Interventions: Newgulf Elementary has several programs in place to address the identified needs. A Reading Mastery program is designed to identify areas where students need additional support, and then provide appropriate interventions that will allow students to be reading on grade level. This program is supported by an outside consultant, a reading acceleration teacher, and tutorials provided in both Reading and English.

LEP students are supported by the ESL program, which includes an ESL instructional aide.

Students experiencing difficulty in Math and/or Science are provided with daily tutorials, both during the school day and in after school programs. Summer school programs are also available for students experiencing difficulty in any of the core subject areas.

Faculty and Staff: 100% of the staff at Newgulf Elementary is highly qualified. As Newgulf Elementary is a Title I Schoolwide campus, 100% of the aides are also highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours.

Safety Committee

Michelle Atkinson
Lil Sacra
Gerald Floyd

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SHAC

Bryan Blonar
Mary Blair
Michelle Rodriguez
Tracy Watson
Patti Hubenak
Nicole Folmar
Carrie Lopez
Charlotte Light
Dana Sparkman

Student Intervention Committee

Jolie Johnson
Mona Stavinoha
Sarah Wilkins
Gerald Floyd

Vision Statement

A system that accomplishes the mission must be characterized by quality, equity and accountability. Instruction must be provided at the highest level of quality and educational opportunities, and resources must be distributed equitably on the basis of student needs at every campus. The system must maintain accountability to demonstrate continuous improvement for all students. Such a system will have the vitality to prepare our children for the changes and the challenges for the future, a future that will belong to the educated.

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<p>Goal:1 Parents and community members will be full partners with educators in the education of Newgulf Elementary students. (TI, A SW #6) [TEC §4.001 (b)(1)]</p> <p>Objective(s): PK-5 Increase student/parent/community and business involvement to meet achievement goals for all students.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent/Community Involvement - -The Newgulf Elementary principal along with the Site-Based Decision Making Committee (SBDMC) will meet periodically to discuss parental involvement issues, programs, strategies & activities.</p> <p>Clear & timely notification of all Newgulf Elementary stakeholders (staff, students, parents, community members & business representatives) of formal & informal Texas Education Agency (TEA) reports, upcoming conferences, campus-level events, meetings & programs impacting our campus. Stakeholders are notified through the Newgulf Homepage on the BISD website, District Calendar, newspapers & letters from the district & campus in English & Spanish.</p> <p>With parental input, a Parental Involvement Calendar will be developed by Boling ISD. Motivational strategies will be infused within the activities, and the activities will be planned to encourage parental participation and community involvement.</p>	7/2011 - 6/2012	Principal - Gerald Floyd	<p>Local Funding - Communication Resources</p> <p>Local Funding - Monthly Calendars for parents</p>	<p>Informal Assessment :Other-08/11: An approved Campus Parental and Community Involvement Calendar will have been distributed to the SBDMC for scheduling of timely announcements to parents and community members.</p> <p>Informal Assessment :Anecdotal Reports and Surveys--01/11: All stakeholder groups report precise, timely & meaningful communication from the campus.</p>	<p>Improved communication between school staff, students, parents and community.</p> <p>Increased number of Stakeholders participating in Newgulf Elementary events.</p>	<p>Document :Parent Involvement Records--06/12: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.</p> <p>Informal Assessment :Anecdotal Reports and Surveys06/12: All stakeholder groups report precise, timely & meaningful communication from the campus.</p> <p>Informal Assessment :Report Card Grades--05/12: STAAR scores will improve for all students and all student groups.</p>

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<p>Strategy:</p> <p>Communications and Information Dissemination [TI, A SW #6] - -Myriad communication vehicles are used to ensure that parents are apprised of the events and programs being conducted by Newgulf Elementary throughout the year. Information is disseminated through the school marquee, conferences, PTO meetings, letters and folders sent home, newspaper articles and notices, Progress Reports, Report Cards, monthly calendars, parental online access to student grades and the school website. The BISD website is updated frequently with news, menus, schedules, maps and other pertinent information.</p> <p>Communication is provided in an understandable format and in the parent's primary language.</p> <p>Activity:</p> <p>Events & Programs: --Newgulf Elementary conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include:</p> <ul style="list-style-type: none"> * Back to School Open House * Board of Trustees Community Forum * District-wide AEIS Meeting * Community Service Projects * Parent Teacher Conference Night * PTA Meetings 	<p>8/2011 - 5/2012</p>	<p>Principal - Gerald Floyd</p>	<p>Local Funding - Communication Vehicles</p> <p>Local Funding - Contracted Web Page Maintenance</p> <p>Local Funding - Printed Forms & Handbook Expenses</p>	<p>Sign-in Sheets :Activity Evaluations--12/11: Sign-in lists show at least 50% attendance by parents.</p>	<p>Achieving Exemplary Status with the support of Newgulf Elementary parents.</p>	<p>Document :Parent Involvement Records--05/12: Parent Involvement records will reflect an increase in participation in campus activities as compared to the previous year.</p>
<p>Activity:</p> <p>Events & Programs: --Newgulf Elementary conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include:</p> <ul style="list-style-type: none"> * Back to School Open House * Board of Trustees Community Forum * District-wide AEIS Meeting * Community Service Projects * Parent Teacher Conference Night * PTA Meetings 	<p>8/2011 - 5/2012</p>	<p>Principal - Gerald Floyd</p>	<p>Local Funding - Communication Vehicles</p>		<p>Achieving Exemplary Status with the support of Newgulf Elementary parents.</p>	<p>Document :Parent Involvement Records - -05/12: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.</p>

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Objective(s): PK-5 Increase student/parent/community and business involvement to meet achievement goals for all students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent/Teacher conferences --A parent-teacher conference will be held by a teacher of any student not mastering the State academic standards. If a student is to be retained, is to attend summer school or is to be assigned to the DAEP, the teacher will schedule a conference to discuss the issue or placement decision.</p> <p>Parent-teacher conferences will be scheduled throughout the year at the parent's convenience. Home visits will also be scheduled as needed to confer with parents.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Staff & Faculty	Informal Assessment :Other --12/11: Teacher contact log will show at least 50% of students' parents have been contacted.	Increased student performance and attendance as a result of increased parent participation.	Document :Parent Involvement Records -- -05/12: Parent Involvement Records will reflect an increase in participation as compared to the previous year.
<p>Activity:</p> <p>Volunteer Program: --Parents, community members & business representatives are invited to volunteer in a variety of settings at Newgulf Elementary, bringing them into the everyday educational setting for the benefit of the students. Newgulf Elementary will enlist volunteers to tutor and serve as resources as needed.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Volunteers	Informal Assessment :Other --12/11: Volunteer roster indicates increased level of community and parental involvement as compared to the previous school year.	Parents as full partners with educators in the education of Newgulf Elementary students. Exemplary Status.	<p>Document :Parent Involvement Records -- -05/12: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.</p> <p>Informal Assessment :Classroom Assessments -- -05/12: 2% increase in student achievement on end of year assessments because of volunteer assistance in the classroom.</p>

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<p>Strategy:</p> <p>Site-Based Decision Making Committee (SBDMC): --Board policies & procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies & procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development & school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent & the chair of the Boling ISD District Planning and Decision-Making Committee (DPDMC), the SBDMC will play an integral role in the planning, development & evaluation of the educational system of Newgulf Elementary. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Newgulf Elementary.</p> <p>With prerequisite needs assessment data & reports available, the DPDMC & SBDMC, in consultation w/districtwide Special Programs Directors & Coordinators, will refine the Educational System of Newgulf Elementary, ensuring that all students & all student groups' needs are addressed – both academic & academic support.</p> <p>Academic programs will be grounded in scientifically based research reform strategies. Effective instructional strategies will be implemented that increase the amount & quality of learning time, i.e.: Before & After School Tutorials & Summer School. Enriched &</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Committee Members	Informal Assessment :Other- -12/11: The Board of Trustees & Superintendent, or designee, will review the minutes of prior SBDMC meetings, analyzing the efficiency & productivity of the Committees, recommending revisions to Board policies & procedures to ensure a positive impact on student learning & a reduction in dropout rates.	Exemplary Status.	<p>Informal Assessment :Other- -05/12: 90% of all PK students will master 70% of the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments- -05/12: 90% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests--05/12: 90% of all students will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Accelerated Curriculum will be used.</p> <p>The SBDMC will coordinate services available at the district w/other agencies providing services to students, youths & families, including health & social services.</p> <p>Parents will be notified of the special programs & support programs available to their students. (TI, A SW #2(b)(1), #6)</p> <p>Activity:</p> <p>Inclusion of Principals and Other Appropriate Staff: --The Boling ISD Superintendent & DPDMC will conduct an annual meeting to solicit input regarding allocation of supplemental federal and state program funds to Newgulf Elementary - i.e.: Title I, Part A; Title II, Part A - Teacher & Principal Training & Recruitment (TPTR); Title I, Part A – ARRA; Title II, Part D – ARRA; Title XIV - SFSF; State Compensatory Education (SCE) etc..</p> <p>Central Administrators will review, with principals, services provided by funds centralized at the LEA. Determinations for the future will be planned. Additionally, contracts with the ESC will be reviewed to ensure services meet identified needs. Services are coordinated with other such programs as represented in the contracts and evaluation data of services rendered warrant continued service.</p>	5/2011 - 9/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Committee Members & Administrators	<p>Document :Agenda, Meeting Minutes --05/11: DPDMC/SBDMC agenda and minutes will reflect that principals and appropriate staff participated in the allocation planning of the supplemental federal funds.</p> <p>Informal Assessment :Other --08/11: All federal and state applications submitted to TEA following appropriate timelines.</p>	Campus allocations of supplemental federal & state funds based on results of the comprehensive needs assessment process & regulations governing the funding sources.	Informal Assessment :Other --09/11: Notice of Grant Award (NOGA) to all applications is issued and available through TEA's automated eGrants system.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Evaluation of Parental Involvement Program [TI, A SW #6]: --Parents are involved in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy for the district, parents & the students. At this time, parents choose to adopt the district policy as the Newgulf Elementary Parental Involvement Policy, or to draft a campus-specific policy.</p> <p>An annual parent survey is distributed to parents in which the survey results will be analyzed by the DPDMC and SBDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time & location. Parents will be invited to come & a Public Notice will be posted.</p> <p>Activity:</p> <p>Parent, Student, Teacher Compact: --As a Title I, Part A Schoolwide campus, the parents & faculty annually re-adopt or modify the Newgulf Elementary Compact--a compact that shares the responsibility for student performance & success. All compacts will be reviewed & signed.</p> <p>Copies of the Parental Involvement Policy and Parent, Student, Teacher Compact will be distributed at the PTO meetings and in the Student Handbook.</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Gerald Floyd</p>	<p>Local Funding - Time Contributions of Committee Members</p>	<p>Informal Assessment :Other--08/11: An approved Campus Parental Involvement Policy and School, Parent, Student Compact available for distributions to parents, faculty and staff.</p> <p>Document :Agenda, Meeting Minutes--02/12: SBDMC agenda & minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p>	<p>State-of-the-Art Parental Involvement Program.</p>	<p>Informal Assessment :Other--05/12: Continuously update the Parental Involvement Policy and School, Parent, and Student compact to reflect any revisions discussed at meetings by incorporating meeting sign-in sheets, agendas, and minutes.</p> <p>Document :Agenda, Meeting Minutes--05/12: SBDMC agenda & minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Newgulf Parent/Community Involvement Program.</p>
<p>Activity:</p> <p>Parent, Student, Teacher Compact: --As a Title I, Part A Schoolwide campus, the parents & faculty annually re-adopt or modify the Newgulf Elementary Compact--a compact that shares the responsibility for student performance & success. All compacts will be reviewed & signed.</p> <p>Copies of the Parental Involvement Policy and Parent, Student, Teacher Compact will be distributed at the PTO meetings and in the Student Handbook.</p>	<p>5/2011 - 10/2012</p>	<p>Principal - Gerald Floyd</p>	<p>Local Funding - Time Contributions of Parents, Staff and Faculty</p>	<p>Document :Agenda, Meeting Minutes--05/11-10/11: Parents were given a meaningful opportunity to review & comment on the current Parent, Student, Teacher compact.</p>	<p>Parents as full partners in the Educational System of Newgulf Elementary.</p>	<p>Document :Agenda, Meeting Minutes - --05/11-10/11: Parents were given a meaningful opportunity to review & comment on the current Parent, Student, Teacher compact.</p>

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<p>Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-5 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.</p> <p>PK-5 Newgulf Elementary staff ensures that all students are enrolled in programs to prepare all students for success at Iago Junior High School and Boling High School.</p> <p>PK-5 Newgulf Elementary students will achieve at the state goal levels in comparing the state to national and international standards.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Campus Performance Objectives - -The Superintendent, Chair of the DPDMC and the Newgulf Elementary Principal will set the campus's performance objectives. Campus performance objectives are based on data available through the comprehensive needs assessment process. Newgulf Elementary will adopt performance objectives reflective of their students' unique needs. (TI, A SW #1)</p>	6/2011 - 6/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments- -12/11: 80% of students are working in line with their potential and moving closer to achieving the required performance.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	<p>Informal Assessment :Other- -05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test : STAAR Tests--05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program: --Newgulf Elementary participates in the State-Developed Testing Program that is consistent w/the regulations of NCLB. The Program includes the administration of the Texas Assessment of Knowledge & Skills (STAAR) in Reading (grades 3 - 5), Math (grades 3 - 5), Writing (grade 4) and Science (grade 5). The STAAR is aligned w/the State-Adopted Curriculum, the Texas Essential Knowledge & Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the State issued Student Assessment Calendar.</p>	1/2011 - 6/2012	Principal - Gerald Floyd	Local Funding - Assessment Instruments	Informal Assessment :Classroom Assessments- -12/11: 80% of students achieving passing scores on classroom assignments, unit & six weeks tests and TEKS-based tests.	Exemplary Status.	<p>Informal Assessment :Other- -05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test :STAAR Tests--05/12: 90% of all students will pass all appropriate grade-level and subject-area STAAR tests.</p>

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<p>Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-5 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.</p> <p>PK-5 Newgulf Elementary staff ensures that all students are enrolled in programs to prepare all students for success at Iago Junior High School and Boling High School.</p> <p>PK-5 Newgulf Elementary students will achieve at the state goal levels in comparing the state to national and international standards.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Foundation Program --The Newgulf Elementary PK – 5 curriculum is based on the Texas Essential Knowledge & Skills (TEKS). Effective instructional strategies, activities & initiatives that increase the amount & quality of learning time, promoting accelerated instruction & providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Newgulf Elementary. (TI, A SW #2, #9).</p> <p>Activity:</p> <p>TEKS-based Curriculum: --The Newgulf Elementary curriculum for grades PK – 5 is TEKS based and vertically aligned through the TEKS, offering a scope & sequence continuum that lends itself to individualized instruction as students’ strengths & deficiencies are identified through informal & formal assessments. Special supplemental programs & services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Gerald Floyd</p>	<p>Local Funding - Time Contributions of Faculty & Staff</p> <p>Local Funding - Instructional Resources</p>	<p>Informal Assessment :Classroom Assessments- -12/11: 80% of students achieving passing scores on classroom assignments, unit & six weeks tests and TEKS-based tests.</p>	<p>All students & all student groups academically successful as the educational system meets the needs of all.</p>	<p>Informal Assessment :Other- -05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test :STAAR Tests--05/12: 90% of all students will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>TEKS-based Curriculum: --The Newgulf Elementary curriculum for grades PK – 5 is TEKS based and vertically aligned through the TEKS, offering a scope & sequence continuum that lends itself to individualized instruction as students’ strengths & deficiencies are identified through informal & formal assessments. Special supplemental programs & services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Gerald Floyd</p>	<p>Local Funding - Instructional Resources</p>	<p>Informal Assessment :Classroom Assessments - -12/11: 80% of students achieving passing scores on classroom assignments, unit & six weeks tests and TEKS-based tests.</p>	<p>All students and all student groups at Newgulf Elementary are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Other - -05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test : STAAR Tests - -05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:Foundation Assessments: - -Grades PK-K: Prekindergarten and Kindergarten students are given a teacher developed assessment at the beginning of the year to determine which students are at risk for reading and math difficulties. Kindergarten students are also assessed with the Texas Primary Reading Inventory (TPRI) three times a year.</p> <p>Grades 1 and 2: Exams in Language Arts, Science, Math and Social Studies are given each six weeks to measure student progress towards acquisition of the TEKS. The TPRI is given three times a year to assess student progress toward learning specific literacy skills. The ITBS test are given are administered coordinating timelines that mirror the state assessment calendar.</p> <p>Grades 3-5: Exams in Language Arts, Science, Math and Social Studies are given each six weeks to measure student progress towards acquisition of the TEKS. In accordance with the State Testing Program, students will be administered the State of Texas Assessment of Academic Readiness (STAAR) in line with the State issued Student Assessment Calendar.</p> <p>Other assessment information is reviewed throughout the school year, including benchmark testing, objective testing, promotion and retention records and student grades.</p> <p>Admission, Review and Dismissal (ARD) Committees will determine appropriate assessment instruments for students with disabilities.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	<p>Local - Assessment Instruments</p> <p>Local Funding - AIMSWEB</p>	<p>Informal Assessment :Classroom Assessments - -12/11: 90% of students will receive passing six week grades in core subject areas.</p> <p>Criterion-Referenced Test : STAAR Tests - --12/11: 90% of students will pass STAAR practice tests/work activities in appropriate grade-level and subject-area.</p>	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	<p>Informal Assessment :Other --05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Reading Mastery Program - -Maintain the SRA Reading Mastery Program in grades K-2 and use the Texas Treasures state adopted textbooks in grades 3-5.</p>	8/2011 - 5/2012	Principal - Gerald Floyd Accelerated Reading Teacher - Mona Stavinoha	<p>Local Funding - SRA Materials</p> <p>Federal - Title I, Part A - SRA Consultant</p> <p>Federal - Title I, Part A - ARRA - Supplemental Instructional Supplies</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Reading Acceleration Teacher FTE:</p> <p>Federal - Title I, Part A - Time Contributions of Reading Acceleration Teacher FTE: 0.25</p>	<p>Informal Assessment :Classroom Assessments - -12/11: 90% of students will receive passing six week grades in core subject areas.</p> <p>Criterion-Referenced Test : STAAR Reading - -12/11: 90% of students will pass STAAR Reading practice tests/work activities in Reading.</p>	<p>Identified students are helped so they can be successful in their educational program.</p> <p>All students are able to read at grade level.</p>	<p>Informal Assessment :Other - -05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test : STAAR Reading - -05/12: 90% of students will pass appropriate grade-level & subject-area STAAR Reading tests.</p>
<p>Activity:</p> <p>Writing Instruction: --Writing will be encouraged in all core subject areas by having, when possible, at least one essay/graph question on each major test in each area.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Coordinated Funds - Time Contributions of Classroom Teachers	Informal Assessment :Other - -Six Weeks: Tests turned in with lesson plans containing one or more essay/graph questions.	<p>All students are able to express themselves fluently in writing.</p> <p>Student hand writing is legible with correct grammar and spelling usage.</p>	Criterion-Referenced Test : STAAR Writing - -05/11: 90% of 4th grade students will pass the STAAR Writing test.

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<p>Activity:</p> <p>Math Instruction: --Students are taught to enhance their critical thinking skills in solving word problems by engaging in supplemental math activities. Supplemental materials are provided by the Region III Curriculum Coop and other sources.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Coordinated Funds - Time Contributions of Math Teachers	<p>Informal Assessment :Other --12/11: Lesson plans will show supplemental math activities.</p> <p>Informal Assessment :Other --12/11: 90% of students will receive passing six week grades in math, indicating student mastery of critical thinking skills.</p>	All students have the ability to think and analyze critically.	Criterion-Referenced Test : STAAR Math --05/12: 90% of students will pass the STAAR Math test.
<p>Activity:</p> <p>Social Studies Instruction: - -Integrate current event studies, concerning local, state, national and world events into social studies classes through the use of the Internet, newspapers, magazines, TV and video.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Social Studies Co-op	<p>Informal Assessment :Other --12/11: Lesson plans will show the use of supplemental social studies resources and activities.</p> <p>Informal Assessment :Report Card Grades --12/11: Six weeks grades indicate student mastery on TEKS based Social Studies tests.</p>	All students are knowledgeable of current social studies events and create life-long interest in students in keeping abreast of events as they change.	Informal Assessment :Other --05/12: 100% of all students will receive passing scores in Social Studies courses.

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<p>Activity:</p> <p>Evaluation: --An Action Plan will be submitted to the Board of Trustees and the District Education Improvement Council (DEIC) for the upcoming school year based on an analysis of the STAAR for the previous year. Newgulf Elementary will disaggregate STAAR scores by objectives for all students and subpopulations, focusing on weaknesses below 90% mastery. Such areas of weakness for the special programs students will be addressed. An on going monitoring program will be maintained to determine progress of all students and use the results to give extra help to students in need. Progress reports will be made to the superintendent and the Board of Trustees each six weeks.</p>	5/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Travel & Meal Expenses for DEIC	Informal Assessment :Other --12/11: Action Plan submitted to the Central Office, progress reports made to the superintendent and Board of Trustees.	<p>Program improvements are implemented.</p> <p>All targeted student groups show improvement on STAAR.</p>	<p>Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>
<p>Strategy:</p> <p>Early Intervention Program --A Prekindergarten program will be conducted through the coordination of state and local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active member of the military, is or ever has been in the conservatorship of DFPS and/or homeless.</p>	8/2011 - 5/2012	Pre-Kindergarten Teacher - Naomi Dickson	<p>Local Funding - Time Contributions of PK Staff</p> <p>Federal - Title I, Part A - Time Contributions of PK Aide FTE:</p>	<p>Informal Assessment :Classroom Assessments- -12/11: 80% of all students performing at 70% level of mastery of appropriate developmental skills, as indicated by teacher records.</p>	<p>Students with the prerequisite early school readiness skills for success in Kindergarten.</p> <p>Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.</p>	<p>Informal Assessment :Other- -05/12: 90% of all PK students will master 70% of the State's Prekindergarten goals.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Prekindergarten Transition TI, A SW #7: --Prekindergarten students and their families participate in the Kindergarten Roundup activities.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings.</p> <p>Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	8/2011 - 5/2012	Pre-Kindergarten Teacher - Naomi Dickson	Coordinated Funds - Time Contributions of PK Staff	Informal Assessment :Classroom Assessments - - -6 Weeks: Progress reports will indicate increased skill levels & appropriate behavior & hygiene.	Students and parents familiarized with the Kindergarten program. Students with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.	Informal Assessment :Other --05/12: 90% of all PK students will master 70% of the State's Prekindergarten goals.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>English as a Second Language (ESL) Program: --Newgulf Elementary School offers an English as a second language program whose goal is to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.</p>	8/2011 - 5/2012	<p>Principal - Gerald Floyd</p> <p>ESL Teacher - Linda Taylor</p>	<p>Federal - Title III, Part A - LEP - Region III SSA</p> <p>State - State Bilingual Supplemental Block Grant - Bilingual Education Allotment</p>	See Activities below	<p>Students exiting LEP designation by LPAC.</p> <p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	See Activities below

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Limited English Proficient (LEP) Assessment: --1. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Newgulf Elementary. (TI, A SW #8)</p> <p>2. Assessment instruments and procedures are in place to ensure that students experiencing difficulty mastering any of the Texas Essential Knowledge and Skills (English or Spanish) will be provided with effective, timely, additional assistance. (TI, A SW #9)</p> <p>3. Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>4. The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to kindergarten through fourth grade LEP students. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments based on classroom observations. TELPAS is also administered to monitor the extent to which English Language Learners (ELL) are acquiring the social skills and academic English language proficiency necessary to support their academic success. There are four proficiency levels in each domain: B = Beginning I = Intermediate</p>	8/2011 - 5/2012	Principal - Gerald Floyd	State - State Bilingual Supplemental Block Grant - Assessment Instruments	Informal Assessment :Classroom Assessments - - -12/10: 80% of students will pass campus benchmark tests.	Significant increase in LEP students' oral language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Criterion-Referenced Test :STAAR Tests --05/12: 90% of all LEP students will pass appropriate grade-level & subject-area TAKS tests.

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<p>A = Advanced H = Advanced High</p> <p>5. The LPAC prescribes the academic achievement test that will be administered to each LEP student, based on the student's TELPAS Proficiency Level(s):</p> <ul style="list-style-type: none"> * STAAR (State of Texas Student Assessment of Academic Readiness) * LAT (Linguistically Accommodated Testing) Given in April Only * STAAR -M (STAAR -Modified) or STAAR -Alt (STAAR -Alternate). <p>6. To exit from a English as a Second Language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. This determination shall be based upon all of the following:</p> <ul style="list-style-type: none"> * TEA-approved tests that measure the extent to which the student has developed oral and written language proficiency and specific language skills in English; * satisfactory performance on the reading assessment instrument under the Texas Education Code, §39.023(a), or a TEA-approved English language arts assessment instrument administered in English, or a score at or above the 40th percentile on both the English language reading and the English language arts sections of a TEA-approved norm-referenced assessment instrument for a student who is enrolled in Grade 1 or 2; and 						

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<p>* TEA-approved criterion-referenced written tests when available and the results of a subjective teacher evaluation.</p> <p>7. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>The LPAC will monitor the academic progress of each student who has exited the ESL program within the past two years. The following criteria will be used at the end of the school year to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable; and * the student has passing grades in all core academic subjects and courses taken. <p>If at any time during these two years after exit the student demonstrates inadequate English proficiency, the student will be readmitted to the ESL program as prescribed by the LPAC.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>LEP Modifications: --LEP students are served in an English as a Second Language (ESL) program as dictated by TEC Sections 29.053 and 29.063.</p> <p>The Language Proficiency Assessment Committee (LPAC), made up of the Principal, ESL Teacher and the Classroom Language Arts Teacher, is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas, and the emotional and social attainment of each student.</p> <p>Based on LPAC prescription, LEP students participate in an ESL itinerant program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening & comprehending, speaking, reading & writing, using an appropriate ESL program curriculum. Technology is used to accelerate the development of all four language skills.</p> <p>All LEP students are provided a balanced curriculum with the TEKS representing the core knowledge, skills & competencies all students should learn. LEP students are instructed in these areas in a manner appropriate to their needs & English proficiency using state-adopted textbooks for ESL. Student's progress through levels is based on performance & placement criteria, not on class hours of instruction.</p>	8/2011 - 5/2012	Principal - Gerald Floyd ESL Teacher - Linda Taylor	State - State Bilingual Supplemental Block Grant - Time Contributions of ESL Staff	Informal Assessment :Other --12/11: ESL students are progressing at the rate set by the LPAC.	Students exiting LEP designation by LPAC. Narrowing the achievement gap between LEP students and non-LEP students.	Informal Assessment :Other --05/12: Individual students meeting LPAC's expectations based on results of an oral language proficiency test. Criterion-Referenced Test : STAAR Tests - --05/12: 90% of LEP students will pass all appropriate grade-level and subject-area STAAR tests.

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<p>The ESL Teacher and Classroom Teachers collaborate regarding appropriate instruction for the LEP students, including modification methods and strategies for instruction of the core curriculum.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement.</p> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s)--if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints & records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC. (TI, A SW #2, #9)</p>						

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<p>Activity:</p> <p>“Students at Risk of Dropping out of School” Assessment: --Newgulf Elementary follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081-revised.2007]</p> <p>Each student who is under 21 years of age & who:</p> <ul style="list-style-type: none"> * has not made a score of 110% of the passing rate on appropriate TAKS test(s), as dictated by past TAKS failure(s); * is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; * Prekindergarten: Score below 9 on the Distar Language Test (Locally Designed Developmental Checklist); * Kindergarten: Score below 19 on the Distar Placement test; * First Grade - Third Grade: Score below 40% accuracy in reading or math on the achievement tests; * Fourth and Fifth Grade: Score below minimum expectations on STAAR tests or failed either reading or math any six weeks * was not advanced from one grade level to the next for one or more school years; * did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the 	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Assessment Instruments	<p>Informal Assessment</p> <p>:Classroom Assessments - -12/11: 80% of the students meeting the State-adopted “at risk” criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p>	Increased academic performance by all students and all student groups, and a reduction in the dropout rate.	<p>Informal Assessment</p> <p>:Classroom Assessments - -05/12: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>foundation curriculum in the current semester;</p> <p>* has been placed in an alternative education program in accordance w/TEC Section 37.007 (conduct) in the preceding or current school year;</p> <p>* has been expelled in accordance w/TEC Section 37.007 (conduct) during the preceding or current school year;</p> <p>* is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>* was previously reported through PEIMS to have dropped out of school;</p> <p>* is a student of limited English proficiency, as defined by TEC Section 29.052;</p> <p>* is in the custody or care of the Department of Protective & Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>* is homeless, as defined by 42 U.S.C. Section 11302, & its subsequent amendments; or</p> <p>* resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster family group home.</p>						

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<p>Activity:</p> <p>Core Subject Area Tutorials: - -Newgulf Elementary School offers tutorials in Math, Social Studies, Reading/English and Science during the regular school day for students in grades three through five.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	<p>State - State Compensatory Education (SCE) - Extra Duty Pay for After School Tutorials</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Tutorial Teachers FTE: 0.96</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for Tutorial Aides</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Substitute for Ill Teachers</p>	<p>Informal Assessment :Classroom Assessments - -12/11: 90% of students will receive passing six week grades in core subject areas.</p> <p>Criterion-Referenced Test : STAAR Tests - --12/11: 90% of students will pass STAAR practice tests/work activities in appropriate grade-level and subject-area.</p>	Students have every opportunity to meet their full educational potential.	<p>Informal Assessment :Other --05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>
<p>Activity:</p> <p>Supplemental Instructional Assistance --Instructional aides will provide small group and individualized assistance to students in grades PK - 5 who are identified as being at-risk of dropping out of school in core subject areas.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	<p>Federal - Title I, Part A - Time Contributions of Aides FTE:</p> <p>Federal - Title I, Part A - Time Contributions of Substitutes for Ill Aides</p>	<p>Informal Assessment :Classroom Assessments - -12/11: 80% of students will pass campus benchmark tests.</p>	Exemplary Status.	<p>Informal Assessment :Classroom Assessments - -05/12: 90% of students in grades K – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Summer School --An optional four week summer school is available for students in grades PK through five who meet any of the state criteria for being at risk for dropping out of school.</p>	6/2011 - 7/2012	Principal - Gerald Floyd	State - State Compensatory Education (SCE) - Extra Duty Pay for Teachers & Aides		Students have every opportunity to meet their full educational potential.	Informal Assessment :Other --05/12: 100% of students will be promoted to the next grade level.
<p>Strategy:</p> <p>504 Students --Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working & performing manual tasks, as well as an academic need.</p>	8/2011 - 5/2012	Counselor – Sarah Wilkins	Local Funding - Time Contributions of Faculty & Staff		504 students receiving an equitable education compared to their non-504 peers.	Informal Assessment :Other -05/12: 100% of the students identified as 504 have had their individual needs diagnosed appropriately & are receiving timely & appropriate assistance, per counselor records.
<p>Activity:</p> <p>504 Students Assessment: - Students classified as 504 are referred for assessment if demonstrating chronic difficulties unresponsive to intervention strategies. Assessments are administered to determine need for ARD or 504 determinations. (TI, A SW #9)</p> <p>For students not ARDed into Special Education, teachers are given prescribed modifications in an Individual Education Program (IEP) for 504 students. The "504" students' progress is monitored by the Counselor to ensure that their individual needs have been diagnosed accurately & services are appropriate.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Assessment Instruments	Informal Assessment :Classroom Assessments - -12/11: 100% of the students identified as 504 have had their individual needs diagnosed appropriately & are receiving timely & appropriate assistance, per counselor records.	504 students receiving an equitable education compared to their non-504 peers.	<p>Informal Assessment :Other --05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>504 Modifications: --The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data. Modifications might include tutorials, extension of time, oral tests, shortened assignments, etc. TAKS requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills & Knowledge (TEKS).</p> <p>Students not being ARDed into Special Education will have an Individual Education Program (IEP) drafted by the ARD Committee & disseminated to Foundation & Special Programs teachers.</p> <p>These staff members will participate in professional development training on modifications for 504 students.</p> <p>The 504 students' progress is monitored by the Counselor to ensure that their individual needs have been diagnosed appropriately & that they are receiving timely & appropriate assistance. (TI, A SW #2(a))</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of 504 Committee	Informal Assessment :Classroom Assessments - - -12/10: 80% of students will pass campus TEKS-based benchmark tests.	504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.	Informal Assessment :Other --05/11: 100% of students will be promoted to the next grade level. Criterion-Referenced Test :TAKS Tests - --05/11: 90% of students will pass appropriate grade-level & subject-area TAKS tests.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dyslexia Program: --Boling ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence and socio-cultural opportunity.</p> <p>(2) "Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Staff	See Activities below	Students participating in the Dyslexia Program will be performing equally with their non-Dyslexic peers.	See Activities below

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dyslexia and Related Disorders Assessment: --Newgulf Elementary assesses students for Dyslexia and related disorders beginning with Kindergarten. Students are tested within mandated timelines once recommended for assessment. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize & sequence thoughts in writing.</p> <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Assessment Instruments	Informal Assessment :Classroom Assessments - -12/10: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Dyslexia services to students are not delayed; the students' needs are accurately diagnosed & special programs & modifications are reflective of the needs of each student.	Criterion-Referenced Test : STAAR Reading - --05/12: 90% of all students will achieve a passing score on the STAAR Reading test.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dyslexia Modifications: --The Dyslexia program serves students in all grades at Newgulf Elementary. Students are provided individualized assistance as prescribed by the appropriate assessment, 504 or ARD committee.</p> <p>Newgulf Elementary's intervention program is designed to provide students with strategies to help them to become successful readers. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The Dyslexia teacher will implement explicit, individualized & multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development.</p> <p>Monitored students not progressing in line w/their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Dyslexia Teacher	Informal Assessment :Classroom Assessments - - -12/11: 100% of all students will improve their reading skills and comprehension rates at least one grade level from their starting level.	Students participating in the Dyslexia Program will be performing equally with their non-Dyslexic peers.	Criterion-Referenced Test : STAAR Tests - --05/12: 90% of all Dyslexic students will achieve a passing score on the STAAR Reading test.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Special Education Program: - -Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p>	8/2011 - 5/2012	Principal - Gerald Floyd	<p>State - Special Education Block Grant - Time Contributions of Special Education Staff</p> <p>State - Special Education Block Grant - Contracted Special Education Services</p> <p>State - Special Education Block Grant - Special Education Resources</p> <p>State - Special Education Block Grant - Travel Expenses</p> <p>State - Special Education Block Grant - Wharton Special Education Co-op</p>	<p>Informal Assessment :Other- -12/11: 100% of the students w/disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students w/disabilities have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Other- -05/12: 100% of the students w/disabilities will be meeting their mastery percentages, as dictated by their IEPs, & will pass the State required assessment instrument at the end of the school year.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>SPED Assessment: --Full & Individual Initial Evaluation of Newgulf Elementary students with disabilities will remain in compliance with federal regulations, as reflected in the "Commissioner's Rules Concerning Special Education Services" Section 89.1011: Referral for Full & Individual Initial Evaluation.</p> <p>1) A student will not be referred for a full & individual initial evaluation for possible Special Education services until there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies & activities.</p> <p>2) The referral for a full & individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. The referral for a full & individual initial evaluation will be completed in accordance w/ Texas Education Code (TEC) Section 29.004, related to the 60 calendar day time line.</p> <p>3) To be eligible for Special Education services, a student must be a "child w/a disability," as defined in 34 Code of Federal Regulations (CFR), Section 300.7(a), subject to provisions of 34 CFR Section 300.7(c), the TEC Section 29.003, & Section 89.1040 of the Commissioner's Rules. The determination of whether a student is eligible for Special Education & related services will be made by the student's admission, review &</p>	8/2011 - 5/2012	Principal - Gerald Floyd	State - Special Education Block Grant - Assessment Instruments	Informal Assessment :Other --12/11: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students, as described in the students' IEPs.	Informal Assessment :Other --05/12: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules. Informal Assessment :Other --05/12: 90% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>dismissal (ARD) committee.</p> <p>4) Any evaluation & reevaluation of a student shall be conducted in accordance w/34 CFR Sections 300.530-300.536. The multidisciplinary team that collects or reviews evaluation data in connection w/the determination of a student's eligibility will include at least a licensed specialist in School Psychology, an Educational Diagnostician or a licensed or certified professional for a specific eligibility category defined in Section 89.1040(c) of the Commissioner's Rules.</p> <p>5) Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status, i.e. the Universal Nonverbal Intelligence Test (UNIT) & Woodcock-Johnson. For Speech--tests of early language development & tests of oral language development.</p> <p>6) Through the Special Education personnel and appropriate campus-level staff, students' needs will be consistently evaluated, using this data to refer students to appropriate services.</p> <p>7) Students receiving Special Education services in grades PK – 5 will participate in the Texas Assessment program. The individual student's ARD committee will determine which of the following assessments will be appropriate:</p> <p style="padding-left: 20px;">a) Texas Assessment of Knowledge and Skills (TAKS), measuring the State's curriculum--the TEKS,</p>						

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<p>b) the STAAR -Modified (STAAR -M) -- will evaluate progress of our students with disabilities receiving instruction in the TEKS, but for whom STAAR is not appropriate, or</p> <p>c) the STAAR -Alternate (STAAR -Alt) -- an alternate measurement for students with significant cognitive disabilities who meet participation requirements.</p> <p>8) The diagnostic staff will ensure that all assessments are linked to instruction within the appropriate timeline.</p> <p>9) The diagnostic staff will evaluate each student with a disability at least once every three years within the specified timeline for reevaluation, with more frequent assessments as needed.</p> <p>The individual education program (IEP) developed by the admission, review & dismissal (ARD) committee for each student w/a disability shall comply w/the requirements of 34 Code of Federal Regulations (CFR), Sections 300.346 & 300.347, & Part 300, Appendix A and the Commissioner's Rules concerning Special Education Services-- Chapter 89. Adaptations for Special Populations.</p> <p>The IEP will include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance with TEC Section 39.033 (a)-(c), or district-wide assessments of student achievement that are needed in order for the student to participate</p>						

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in the assessment. If the ARD Committee determines that the student will participate in STAAR -Alt, the IEP will include a statement of why that assessment is appropriate for the child.						

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<p>Activity:</p> <p>SPED Modifications: --In compliance w/Special Education regulations, Newgulf Elementary serves students w/disabilities in many instructional arrangements, ensuring that students are served in the "Least Restrictive Environment" (LRE).</p> <p>1) Supplementary aids & services specified in the student's Individual Education Program (IEP), are based on student need, are consistently implemented & result in placement in less restrictive settings, as dictated by IEPs.</p> <p>2) Newgulf Elementary provides a continuum of placement options at all levels. Placement decisions are driven by student need & LRE considerations.</p> <p>3) The ARD Committee annually considers the general education setting and/or curriculum first when placement decisions are made.</p> <p>4) The IEP is used as a road-map for faculty & staff that serve students w/disabilities, providing specific guidance to the nature of the instructional & instructional support programs, services & modifications that each student requires. Every 6 weeks an IEP Report Card is completed for all related services to ensure students' prescribed needs are being met.</p> <p>5) Reevaluation will occur no less than every three years. School personnel, parents & professionals will evaluate the student's progress. The ARD Committee will meet to review</p>	8/2011 - 5/2012	Principal - Gerald Floyd	<p>State - Special Education Block Grant - Time Contributions of Special Education Staff</p> <p>State - Special Education Block Grant - Special Education Resources</p>	<p>Informal Assessment :Other --12/11: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disability have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Other --05/12: 100% of students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.</p>

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<p>existing data & determine the scope of the reevaluation.</p> <p>The IEP developed by the admission, review & dismissal (ARD) committee for each student w/a disability shall comply w/the requirements of 34 Code of Federal Regulations (CFR), Sections 300.346 & 300.347, & Part 300, Appendix A.</p> <p>The IEP will include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance w/TEC Section 39.033 (a)-(c), or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment. If the ARD Committee determines that the student will participate in STAAR -Alt, the IEP will include a statement of why that assessment is appropriate for the child.</p>						

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<p>Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-5 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.</p> <p>PK-5 Newgulf Elementary staff ensures that all students are enrolled in programs to prepare all students for success at Iago Junior High School and Boling High School.</p> <p>PK-5 Newgulf Elementary students will achieve at the state goal levels in comparing the state to national and international standards.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Related Services -- Newgulf Elementary ensures that students w/disabilities who require related services receive the kind & amount necessary to assist the child to benefit from Special Education services, as well as general education activities & classes.</p> <p>1) The ARD committee assures that the need for related services is considered for each student w/disabilities & there is evidence of the link between the need for the related service & educational benefit to the student.</p> <p>2) Services support IEP goals & are based on assessment & educational needs.</p> <p>3) Related Services are provided to all students for the time specified in their IEPs, w/gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services & Counseling Services.</p>	8/2011 - 5/2012	Principal - Gerald Floyd Counselor – Sarah Wilkins	Coordinated Funds - Time Contributions of Counselor & ARD Committee	Informal Assessment :Other --12/11: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.	Students with disabilities involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Informal Assessment :Other --05/12: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.

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<p>Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-5 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.</p> <p>PK-5 Newgulf Elementary staff ensures that all students are enrolled in programs to prepare all students for success at Iago Junior High School and Boling High School.</p> <p>PK-5 Newgulf Elementary students will achieve at the state goal levels in comparing the state to national and international standards.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Least Restrictive Environment -- Newgulf Elementary ensures that students w/disabilities are educated w/non-disabled peers in the least restrictive environment. Intervention strategies & activities for students not progressing as they should are prescribed, monitored and refined. Once an ARD is considered to be necessary, myriad issues are addressed:</p> <p>1) Supplementary aids & services are:</p> <ul style="list-style-type: none"> * specified in each student's IEP; * based on student need; * consistently implemented; and * result in placement in less restrictive settings. <p>2) Placement decisions are driven by student need & LRE considerations.</p> <p>3) The ARD committee annually considers the general education setting and/or curriculum first when placement decisions are made.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	State - Special Education Block Grant - Time Contributions of Faculty & Staff	Informal Assessment :Other --12/11: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disability have every opportunity to meet their full educational potential.	Informal Assessment :Other --05/12: 100% of students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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<p>Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-5 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.</p> <p>PK-5 Newgulf Elementary staff ensures that all students are enrolled in programs to prepare all students for success at Iago Junior High School and Boling High School.</p> <p>PK-5 Newgulf Elementary students will achieve at the state goal levels in comparing the state to national and international standards.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>G/T Assessment: --Students in grades Kindergarten through five are eligible to participate in the Gifted/Talented (G/T) program of Newgulf Elementary.</p> <p>Students go through a nomination & assessment process for G/T identification that includes at least 3 criteria that include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (TAS 1.7)</p> <p>Activity:</p> <p>G/T Modifications: --G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	State - State Gifted & Talented Block Grant - Assessment Instruments		G/T students identified in a timely basis & provided the appropriate educational program & enrichment activities to ensure maximum performance.	Informal Assessment :Other --05/12: All students referred for consideration have completed the process in a timely manner & those identified as G/T are offered the opportunity to participate in the program.
	8/2011 - 5/2012	Principal - Gerald Floyd	State - State Gifted & Talented Block Grant - Time Contributions of G/T Staff	<p>Informal Assessment :Other --12/11: Lesson plans indicate differentiated instructional activities for G/T students.</p> <p>Informal Assessment :Counselor Records --12/11: Counselor's records indicate all students referred for consideration have completed the process in a timely manner, & those identified as G/T are being served within their regular education class.</p>	The educational needs of the Gifted/Talented students will have been met.	Criterion-Referenced Test :TAKS Tests --05/12: 100% of students will pass appropriate grade-level & subject-area TAKS tests.

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Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]

Objective(s): PK-5 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.

PK-5 Newgulf Elementary staff ensures that all students are enrolled in programs to prepare all students for success at Iago Junior High School and Boling High School.

PK-5 Newgulf Elementary students will achieve at the state goal levels in comparing the state to national and international standards.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Ancillary Services --Ancillary Services, or “related services”, are provided to students at Newgulf Elementary to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school. [TI, A SW # 2(c)(1)(2)]</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Gerald Floyd</p>	<p>Coordinated Funds - Time Contributions of Ancillary Staff</p>	<p>Informal Assessment :Campus Records--12/11: 70% of students referred for Ancillary Services will have been served as indicated in campus records.</p>	<p>All students & all student groups are involved in an equitable education, with Ancillary Services available to “help level the playing field”.</p>	<p>Informal Assessment :Other--05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test : STAAR Tests--05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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<p>Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-5 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.</p> <p>PK-5 Newgulf Elementary staff ensures that all students are enrolled in programs to prepare all students for success at Iago Junior High School and Boling High School.</p> <p>PK-5 Newgulf Elementary students will achieve at the state goal levels in comparing the state to national and international standards.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:Counseling Services --The School Counselor's responsibilities include:</p> <ul style="list-style-type: none"> * 1:1 review of STAAR scores w/students scoring below district expectations; * 1:1 & small group Counseling sessions; * Focused informal groups- behavior, attendance; * Assistance w/testing coordination; * Class presentations on health, communication, drug & alcohol abstinence, behavior & safety related issues; * STAAR presentations; * Responsive services; * Parent Training; and * Individual student planning. <p>The Counselor also focuses on addressing the needs of students w/disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/Prescriptive Services; * Coordination of Services- Academic & Related Services; * Child Find Activities; * ARDs; * Parent Training; * Student Planning & Transition Services; and * Training Newgulf Elementary Foundation Staff on Modifications for Special Education Students. <p>The Counselor will review cumulative folders of all students retained in 2010-2011 and will review retention rates to determine a trend or pattern, or any specific factors leading up to the retentions. Research will be conducted to find reform strategies that can be implemented at Newgulf Elementary that will best meet the needs of our students at-risk of dropping out of school & serve to reduce the retention rates in grades PK – 5.</p>	8/2011 - 5/2012	Counselor – Sarah Wilkins	<p>State - Title XIV SFSF - Time Contributions of Counselor</p> <p>Local Funding - Benefits of Counselor</p> <p>Local Funding - Region III Counselor Academy</p> <p>Local Funding - Counseling Resources</p> <p>Local Funding - Travel Expenses</p>	<p>Informal Assessment :Counselor Records - -12/11: The Counselor's records indicate that students referred for assistance have been contacted & as appropriate, received assistance. The Counselor has completed the Calendar of Events & Activities for the first semester & have appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention &/or intervention.</p>	<p>Issues related to the Counseling & Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement & a reduction in the drop-out rate for all students & all student groups.</p>	<p>Informal Assessment :Other --05/12: 100% of students will be promoted to the next grade level.</p> <p>Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.</p>

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Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]

Objective(s): PK-5 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.

PK-5 Newgulf Elementary staff ensures that all students are enrolled in programs to prepare all students for success at Iago Junior High School and Boling High School.

PK-5 Newgulf Elementary students will achieve at the state goal levels in comparing the state to national and international standards.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Library Services --A Library Aide assists with the Library-Media Services program at Newgulf Elementary. Available resources include:</p> <ul style="list-style-type: none"> * Full-scale Library facilities available to students; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science and Social Studies Software. 	8/2011 - 5/2012	Principal - Gerald Floyd	<p>Local Funding - Time Contributions of Library Aide & Substitute</p> <p>Local Funding - Region III Contracted Library Services</p> <p>Local Funding - Contracted Library Services</p> <p>Local Funding - Library Resources</p> <p>Local Funding - Travel Expenses</p>	<p>Informal Assessment :Campus Records - --12/11: All Newgulf Elementary students have access to the library on a regularly scheduled basis.</p> <p>Librarian & teacher records indicate that at least 90% of the students have participated in Library activities.</p>	<p>The Newgulf Elementary Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students & all student groups.</p> <p>Students will be able to read and express themselves fluently, both orally and in writing.</p>	<p>Informal Assessment :Campus Records - --05/12: Librarian & teacher records indicate that 100% of the students have participated in Library activities.</p>

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<p>Goal:2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #3, #7, #8, #9, #10) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-5 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.</p> <p>PK-5 Newgulf Elementary staff ensures that all students are enrolled in programs to prepare all students for success at Iago Junior High School and Boling High School.</p> <p>PK-5 Newgulf Elementary students will achieve at the state goal levels in comparing the state to national and international standards.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Homeless Services: --The Boling ISD Homeless Liaison will work with the district administrators & counseling & nursing personnel in the identification & the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a district-wide seminar on the identification & plight of the homeless student & strategies & activities that can be implemented at the district level, on the campus level & at the individual level. The BISD will be in compliance with federal Homeless regulations.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Federal - Title I, Part A - Homeless Resources	<p>Document :Other - --12/11: The Homeless Liaison will have conducted district-wide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district & Title I have to the Homeless students.</p>	<p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards & challenging State student performance standards that all students are expected to meet.</p>	<p>Informal Assessment :Other --05/12: 90% of the homeless students identified were promoted to the next grade & achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.</p>

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Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #6, #8, #9, 10) [TEC §4.001 (b)(3)]

Objective(s): PK-5 Provide all students with a learning environment to motivate them to stay in school.
PK-5 All student groups and special program students attend school on a regular basis to ensure success for all students.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Attendance Incentives and Strategies: --Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include: * Monitoring of individual student attendance by phone calls and letters to parents; * Classroom recognition of students with perfect attendance; and * Certificates and plaques to year end perfect attendance honorees.</p> <p>Daily contact will be made with parents of students who are absent and truancy charges will be filed against parents/guardians of students with poor attendance.</p>	<p>8/2011 - 5/2012</p>	<p>Principal - Gerald Floyd</p>	<p>Local Funding - Time Contributions of Faculty & Staff</p>	<p>Informal Assessment :Other-08/11: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Document :Parent Contact Agendas & Logs--12/11: Communication w/at least 95% of the parents/guardians of students who are absent daily; Contact w/100% of parents/guardians of students who have excessive absences.</p>	<p>Through the use of positive reinforcements, Newgulf Elementary faculty will encourage academic growth and increased student attendance.</p>	<p>Informal Assessment :Other-05/12: Attendance records will indicate that all students & all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.</p> <p>Document :Parent Contact Agendas & Logs--05/12: Contact w/100% of parents/guardians of students who have excessive absences.</p>

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<p>Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #6, #8, #9, 10) [TEC §4.001 (b)(3)]</p> <p>Objective(s): PK-5 Provide all students with a learning environment to motivate them to stay in school. PK-5 All student groups and special program students attend school on a regular basis to ensure success for all students.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dropout Prevention Program - -Dropout prevention & intervention efforts begin in Prekindergarten in Newgulf Elementary. Through enhanced dropout prevention efforts, 100% of students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p> <p>Newgulf Elementary follows up on students who fail to enroll at the start of the school year, have excessive absences or are at-risk of dropping out of school.</p> <p>Boling ISD is in a Co-op with Louise ISD and Wharton County Sheriff's Department to offer DARE Officers. This program is designed to reduce drug and alcohol use which can affect dropout rates. (TI, A SW #2(b) (2))</p>	8/2011 - 5/2012	Principal - Gerald Floyd	<p>Local Funding - Time Contributions of Faculty & Staff</p>	<p>Informal Assessment :Other- -12/11: Attendance rate at 97% or above.</p>	<p>Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach junior high and high school.</p> <p>Maintain Newgulf Elementary dropout rate of 0.0%.</p>	<p>Informal Assessment :Other- -05/12: 100% of students will be promoted to the next grade level.</p>
<p>Strategy:</p> <p>Extracurricular Activities: --Newgulf Elementary encourages student participation in UIL academic and athletic competitions.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	<p>Local Funding - Time Contributions of UIL Staff</p> <p>Local Funding - UIL Resources</p> <p>Local Funding - UIL Entry Fees</p> <p>Local Funding - Music Instrument Repair</p>	<p>Informal Assessment :Classroom Assessments- -12/11: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>	<p>All students have an opportunity to participate in UIL competitions. Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Informal Assessment :Classroom Assessments- -05/12: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>

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<p>Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #6, #8, #9, 10) [TEC §4.001 (b)(3)]</p> <p>Objective(s): PK-5 Provide all students with a learning environment to motivate them to stay in school. PK-5 All student groups and special program students attend school on a regular basis to ensure success for all students.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Commended Performance: --Award Assemblies are held at Newgulf Elementary in May every year to reward students for academic and other achievements. Parents are encouraged to attend.</p>	May, 2012	Principal - Gerald Floyd	Local Funding - Awards	<p>Informal Assessment :Other- -04/12: Award programs prepared.</p>	<p>A large number of students receiving awards with many parents present during the programs.</p>	<p>Informal Assessment :Other- -05/12: Increased parent attendance at the Award Assembly Program as compared to the previous year.</p>

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<p>Goal:4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]</p> <p>Objective(s): PK-5 All students develop life career goals and prepare for a successful life long learning career path.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career Guidance & Counseling - -The counselor will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services;</p> <p>* Career: Need for positive work habits, career awareness and investigations of opportunities;</p> <p>*Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.</p> <p>Classroom instruction is also integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Counselor		<p>All students motivated to enter a field of work to their liking.</p> <p>Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.</p>	<p>Informal Assessment :Other- -05/12: A decline in the number of discipline referrals as compared to the previous year.</p>

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<p>Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-5 Teachers will have the instructional ability to teach all students so all of the students are academically successful.</p> <p>PK-5 Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Professional Development & Appraisal System (PDAS) Senate Bill 1, 1995 [TI, A SW #4]: --As required by State regulations, Newgulf Elementary utilizes the PDAS which has fifty-one criteria, organized into eight Domains, for evaluating (1) each teacher's implementation of discipline management procedures, & (2) the performance of each teacher's students.</p> <p>The eight Domains are:</p> <p>Domain I: Teachers are evaluated on their students' active & successful participation in the learning process.</p> <p>Domain II: Teachers are evaluated on their learner-centered instruction.</p> <p>Domain III: Teachers are evaluated on evaluation & feedback on student progress.</p> <p>Domain IV: Teachers are evaluated on the management of student discipline, instructional strategies, time & materials.</p> <p>Domain V: Teachers are evaluated on their professional communication abilities.</p> <p>Domain VI: Teachers are evaluated on their participation on quality, intense & sustained professional development.</p> <p>Domain VII: Teachers are evaluated on their compliance w/policies, operating procedures & requirements.</p> <p>Domain VIII: Teachers are evaluated on the improvement of academic performance of all students on the campus, based on indicators included in the Academic Excellence Indicator System (AEIS).</p>	9/2011 - 6/2012	Principal - Gerald Floyd	Local Funding - Time of Principal and PDAS Certified Faculty	<p>Document :Principal Observation Report, Teacher Self Report, Other Documentation--12/11: Documentation has been completed within the required guidelines.</p> <p>Document :Principal Observation Report, Teacher Self Report, Other Documentation--12/11: 90% of the teachers will have achieved a score of "Proficient" on each of the eight Domains.</p> <p>Document :Professional Growth Plan--12/11: 100% of the teachers w/a below expectations, or unsatisfactory, score in a Domain will have their Professional Growth Plan updated & Professional Development in their deficiencies scheduled.</p>	95% Renewable Faculty.	<p>Document :Principal Observation Report, Teacher Self Report, Other Documentation--05/12: Documentation has been completed within the required guidelines.</p> <p>Document :Principal Observation Report, Teacher Self Report, Other Documentation--05/12: 90% of the teachers will have achieved a score of "Proficient" on each of the eight Domains.</p> <p>Document :Professional Growth Plan--05/12: 100% of the teachers w/a below expectations, or unsatisfactory, score in a Domain will have their Professional Growth Plan updated & Professional Development in their deficiencies scheduled.</p>

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<p>Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-5 Teachers will have the instructional ability to teach all students so all of the students are academically successful.</p> <p>PK-5 Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>SBDMC Involvement in Needs Assessment Process [TI, A SW #1]:</p> <p>--Through the SBDMC, teachers participate in the Professional Development (PD) needs assessment process, recommending programs & activities and approving the PD plan for the campus. This ensures that PD supports the Campus Improvement Plan. Annual Needs Assessment results indicate a need for:</p> <p>* Professional development to meet Highly Qualified requirements;</p> <p>* Core subject area workshops;</p> <p>* Writing Initiatives;</p> <p>* Reading Initiatives;</p> <p>* Workshops on higher level thinking skills; and</p> <p>* Strategies for Gifted/Talented students. (TI, A SW #4)</p>	7/2011 - 6/2012	Principal - Gerald Floyd	Coordinated Funds - Time Contributions of Faculty, Staff & SBDMC	Informal Assessment :Other- -12/11: A professional development program will have been designed that meets the needs of Newgulf Elementary.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Informal Assessment :Other- -05/12: Newgulf Elementary and the SBDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.

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Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s): PK-5 Teachers will have the instructional ability to teach all students so all of the students are academically successful. PK-5 Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Special Education Professional Development: --All Special Education teachers & all teachers serving Special Education students are provided in-service as needed determined by the Comprehensive Analysis Process (CAP) for continuous improvement in Special Education. Priority Areas include: * supplemental aids and services, * techniques for modification, * using assistive technology devices, * strategies for behavior intervention, * process for re-evaluations, * time lines and * transition service needs. Activity: Curriculum Alignment and Development: --In addition to continued vertical alignment training & curriculum training in vertical teaming, faculty members receive training in developing, differentiating & modifying curriculum for special populations students. Teachers coordinate instruction to master TEKS using the Region V Curriculum Leadership Coop (CLC) materials, Margaret Kilgo and the ITEKStar.	7/2011 - 6/2012	Principal - Gerald Floyd	Local Funding - Region III SPED Co-op Staff Training Local Funding - Stipends & Substitutes for Professional Development Local Funding - Professional Development Travel Expenses	Informal Assessment :Classroom Assessments - - -Six Weeks: A review of Special Education students' scores & classroom observations indicate that these students are successfully being instructed in the least restrictive environment (LRE). Informal Assessment :Classroom Assessments - - -12/11: 70% of students will pass benchmark assessments.	Exemplary Status. Special Education students are successful in school and in transition to the field of work or further education. Teachers incorporate new strategies in teaching to reach all students so the students can achieve academic success.	Criterion-Referenced Test : STAAR Tests - --05/12: Reviews of Special Education students' scores on STAAR, or STAAR -M indicate that they are successfully being instructed in the LRE.
Activity: Curriculum Alignment and Development: --In addition to continued vertical alignment training & curriculum training in vertical teaming, faculty members receive training in developing, differentiating & modifying curriculum for special populations students. Teachers coordinate instruction to master TEKS using the Region V Curriculum Leadership Coop (CLC) materials, Margaret Kilgo and the ITEKStar.	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Region V CLC/Margaret Kilgo	Informal Assessment :Classroom Assessments - - -12/11: 90% of students will receive passing six week grades in core subject areas. Criterion-Referenced Test : STAAR Tests - --12/11: 90% of students will pass STAAR practice tests/work activities in appropriate grade-level and subject-area.	Exemplary Status. All teachers are teaching TEKS on grade level so all students are successful on STAAR	Informal Assessment :Other - --05/12: 100% of students will be promoted to the next grade level. Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.

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<p>Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-5 Teachers will have the instructional ability to teach all students so all of the students are academically successful.</p> <p>PK-5 Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Sufficient Intensity and Design - -Professional Development activities will be of sufficient intensity and duration to ensure that teachers & support staff develop the prerequisite skills required of their position.</p>	8/2011 - 6/2012	Principal - Gerald Floyd	Coordinated Funds - PD Contracted Services, Travel & Registration	<p>Informal Assessment :Other --12/11: Professional Development (PD) Participation Documents cross-referenced to faculty & staff PD Plans, indicate that 100% of the faculty & staff have completed scheduled Summer 2010 activities.</p> <p>Informal Assessment :Other --12/11: Unannounced walk-throughs will help to determine if the skills developed are successfully being implemented in the classroom.</p>	A professional development program that ensures the development of successful teachers and support staff and by extension ensures academic success for all students.	Informal Assessment :Other --05/12: Documents indicate that 100% of faculty has been observed utilizing new models, strategies & activities successfully in their classes.
<p>Activity:</p> <p>Highly Qualified Teachers: - -Professional Development opportunities will be provided for maintaining highly qualified instruction in the classroom. Based on identified needs, PD programs & activities are available to both professionals & paraprofessionals.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - HQ Professional Development	Informal Assessment :Other --08/11: 100% Highly Qualified faculty and staff for the beginning of school.	All teachers in core subject areas will meet the qualifications for Highly Qualified under No Child Left Behind.	Document :Other --05/12: 100% Highly Qualified faculty and staff for the 2012-2013 school year.
<p>Strategy:</p> <p>Professional Development Assessment: --The Newgulf Elementary Professional Development Program will be evaluated in light of students performance to ensure that the program as a whole & individual activities have a positive impact on student achievement.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Faculty & Staff	Informal Assessment :Classroom Assessments- -12/11: 90% of students will receive passing six week grades in core subject areas.	Exemplary Status.	Informal Assessment :Other- -05/12: 100% of students will be promoted to the next grade level.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Recruitment and Retention Initiatives [TI, A SW #5]: --The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Region III Personnel Coop, Teacher Preparation Certification Programs, Job Fairs and Online job posting. All applicants are screened prior to the interview process. Recruiting activities will ensure that Newgulf Elementary has 100% highly qualified faculty in each teaching position, as defined by NCLB.</p> <p>Newgulf Elementary ensures professional development opportunities are available for staff to be able to maintain and enhance their highly qualified status.</p> <p>Strategy:</p> <p>Equitable Staffing Policy: --Ensure low-income students & minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	<p>Local Funding - Region III Personnel Coop</p> <p>Local Funding - Region III Teacher Preparation & Certification Program</p>	<p>Informal Assessment :Other- -08/11: 100% Highly Qualified & Certified Faculty.</p>	100% Highly Qualified & Certified Faculty.	<p>Informal Assessment :Other- -05/12: 100% Highly Qualified & Certified Faculty.</p>
	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Faculty & Staff	<p>Document :Principal Observation Report, Teacher Self Report, Other Documentation--12/11: 100% compliance of Strategy, with inexperienced teachers having been assigned a Mentor & having participated in ongoing professional development training.</p>	Equitable Education for All Students.	<p>Document :Principal Observation Report, Teacher Self Report, Other Documentation--05/12: 100% compliance of Strategy, with inexperienced teachers having been assigned a Mentor & having participated in ongoing professional development training.</p>

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<p>Goal:5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-5 Teachers will have the instructional ability to teach all students so all of the students are academically successful.</p> <p>PK-5 Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Comprehensive Needs Assessment of Faculty and Staff: --Human Resources and the SBDMC analyze data from all teachers' certifications, testing, staff development history and service records to ensure that all meet the NCLB highly qualified status.</p> <p>Deficiency Plans are completed for Summer fulfillment of certification needs.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Faculty & Staff	Informal Assessment :Other-08/11: 100% Highly Qualified faculty and staff for the beginning of school.	100% Highly Qualified and Certified Teachers.	Informal Assessment :Other-05/12: 100% Highly Qualified faculty and staff for the 2012-2013 school year.

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<p>Goal:6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration on the Newgulf Elementary Campus. (TI, A SW #2, #10) [TEC §4.001 (b)(10)]</p> <p>Objective(s): PK-5 All students and staff use up-to-date technology effectively in their studies, teaching and work environment.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Enriched Curriculum - -AEIS results, in tandem with results of a comprehensive needs assessment, indicate the need to expand the use of Technology in student learning including professional development and an increase in hardware and software. Research concludes that many Special Populations students benefit from Computer Assisted Instruction and instruction that is multi-faceted through the integration of technology into instruction. (TI, A SW #2(c))</p> <p>Classroom Teachers & the School Librarian provide technology-enriched curriculum utilizing the vast array of on-line educational & educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated & federal-facilitated to name just a few.</p> <p>Newgulf Elementary ensures computers, instructional software, and other technology for all content area classrooms, special program classrooms and computer labs are reasonably up-to-date.</p>	7/2011 - 6/2012	Principal - Gerald Floyd	Coordinated Funds - Technology Resources	Informal Assessment :Other- -12/11: Appropriate hardware and software will be available in classrooms, labs and library so that teachers may begin training on integrating technology into instruction.	All technology equipment is reasonably up-to-date and maintained. Exemplary Status.	Criterion-Referenced Test : STAAR Tests--05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.

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Goal:6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration on the Newgulf Elementary Campus. (TI, A SW #2, #10) [TEC §4.001 (b)(10)] Objective(s): PK-5 All students and staff use up-to-date technology effectively in their studies, teaching and work environment.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Integration of Technology into Instruction --Newgulf Elementary classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs to support student learning within the classroom for drill & reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles & self-paced progression. 2) Using computer software & Internet access to support instruction, teachers access websites to introduce lessons, extend lessons & provide demonstrations to teach or support a lesson. 3) The Internet opens a window of opportunity in which classroom teachers direct students to specific websites that provide enrichment activities that support & extend class instruction. Faculty uses the Internet to access innumerable educational resources. 4) Internet access provides students access to an unlimited number of websites for research projects--material unavailable through traditional library access. 5) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. 6) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the	8/2011 - 5/2012	Principal - Gerald Floyd	State - Compensatory Education Program - Technology Resources Local Funding - Computer Server & Internet Resources	Informal Assessment :Classroom Assessments - -12/11: Teacher Lesson Plans will indicate that 100% of the classroom teachers are integrating technology into instruction.	Increasing numbers of teachers using the internet and software systems to integrate technology into instruction. Special populations benefiting from the differentiation of instruction and enrichment activities that meet their specific needs. An educational system that is strengthened by utilizing technology as an integral component.	Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass appropriate grade-level & subject-area STAAR tests.

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Goal:6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration on the Newgulf Elementary Campus. (TI, A SW #2, #10) [TEC §4.001 (b)(10)] Objective(s): PK-5 All students and staff use up-to-date technology effectively in their studies, teaching and work environment.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>TEKS, TAKS and/or reading comprehension skills.</p> <p>Activity:</p> <p>Technology Policies: --Every Newgulf Elementary faculty member, student & parent having access to Newgulf Elementary computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students` AUP must be signed by the students & a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Newgulf Elementary is in compliance with the Children`s Internet Protections Act (CIPA). Under the CIPA, Newgulf Elementary has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Boling ISD School Board Policy CQ (Local).</p> <p>Strategy:</p> <p>Technological Professional Development: --The staff of Newgulf Elementary will be provided assistance in integrating technology TEKS into the curriculum, Internet and e-mail usage, word and spreadsheet processing and other technological areas as needed.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Technology Policies	Informal Assessment :Other --08/11: 100% of the students at Newgulf Elementary that will have access to the Internet will have an Acceptable Use Policy & Parental Permission form signed & on file.	Responsible students w/access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Informal Assessment :Other --06/12: No incidents of students breaking the Acceptable Use Policy.
	7/2011 - 6/2012	Principal - Gerald Floyd	Local Funding - Technology Professional Development	Informal Assessment :Classroom Assessments- -12/11: Principal's classroom observations indicate that 60% of all classroom teachers are integrating technology into weekly instructions & are enriching instruction w/technology.	All staff and students using technology appropriately and efficiently. Teachers using technology as an instructional tool to accelerate student learning and support student's individual learning styles. Exemplary Status.	Informal Assessment :Classroom Assessments- -05/12: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions & are enriching instruction w/technology.

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<p>Goal:7 Newgulf Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-5 Reduce the number of discipline referrals for the student body to facilitate maximum learning opportunities for all students to achieve mastery on TAKS at state goal levels.</p> <p>PK-5 Students will develop a healthy self-esteem along with acceptable peer interpersonal relationship skills.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>School Health Services: --Newgulf Elementary recognizes the link between good health and student academic achievement. Newgulf Elementary encourages, promotes and provides health services in order to provide an environment conducive to healthful living habits and to ensure that students' health-related needs are met.</p> <p>The Health Services program of Newgulf Elementary includes prevention, intervention, promotion and health teaching. Student educational opportunities are enhanced by promoting wellness and removing health-related problems that may hinder learning. Services include health counseling, referral, health education and health promotion that facilitate the educational process by creating healthy lifestyles and responsible decision making regarding self-care. (Local Policy FFA)</p> <p>The campus nurse conducts screening activities such as vision, height and weight for Newgulf Elementary students.</p>	8/2011 - 5/2012	Nurse - Nicole Folmar	<p>Local Funding - Time Contributions of Nurse & Substitute</p> <p>Local Funding - Contracted Nursing Services</p> <p>Local Funding - Nursing Resources</p> <p>Local Funding - Travel Expenses</p>	<p>Informal Assessment :Nurse Records--12/11: Nurse's records indicate all screening has been conducted as required, everyday medical assistance has been provided and students with needs beyond the Nurse's certification have been referred to the appropriate professional(s) for treatment.</p>	<p>Health & medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement & a reduction in the dropout rate for all students & all student groups.</p>	<p>Informal Assessment :Classroom Assessments--05/12: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test : STAAR Tests--05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Other--05/12: Decrease in discipline referrals and health-related risk behaviors in comparison to 5/11.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Students with Special Needs --In accordance with HB 1322, teachers are provided with classroom resources for individual student health needs. These resources cover minor injuries or illnesses to serious disorders and are available to help teachers properly address student health issues, thereby increasing the likelihood of student success.</p>	8/2011 - 5/2012	Nurse - Nicole Folmar	Local Funding - Time Contributions of Nurse	<p>Informal Assessment</p> <p>:Classroom Assessments - -12/10: 80% of students passing all benchmark and health-related assessments.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment</p> <p>:Classroom Assessments - -05/11: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test</p> <p>:TAKS Tests - --05/11: 90% of students will pass appropriate grade-level and subject-area TAKS tests.</p> <p>Informal Assessment :Other - --05/11: Decrease in discipline referrals and health-related risk behaviors in comparison to 5/10.</p>
<p>Activity:</p> <p>School Based Medicaid --Through the School Health and Related Services Program (SHARS), Newgulf Elementary may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services and special transportation. In order to be eligible, students must meet the following requirements:</p> <p>* be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and * have Individual Education Plans (IEPs) that prescribe the needed services.</p>	8/2011 - 5/2012	Nurse - Nicole Folmar	Local Funding - Time Contributions of Nurse	<p>Informal Assessment</p> <p>:Classroom Assessments - -12/10: 80% of students passing all benchmark and health-related assessments.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment</p> <p>:Classroom Assessments - -05/11: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test</p> <p>:TAKS Tests - --05/11: 90% of students will pass appropriate grade-level and subject-area TAKS tests.</p> <p>Informal Assessment :Other - --05/11: Decrease in discipline referrals and health-related risk behaviors in comparison to 5/10.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Physical Education: --Newgulf Elementary provides a physical education curriculum that is designed to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain physical fitness, to regularly participate in physical activity and to understand the short and long-term benefits.</p> <p>Newgulf Elementary ensures that all students participate in at least the required amount of physical activity for all grades. Students in grades Prekindergarten through fifth must participate in at least 30 minutes of physical activity daily during physical education classes and/or structured recess time.</p>	8/2011 - 5/2012	Physical Education Teacher – Kerry Kocian	Local Funding - Time Contributions of PE Teacher	Informal Assessment :Classroom Assessments - - -12/11: 80% of students passing all benchmark and health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Classroom Assessments - - -05/12: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Other --05/12: Decrease in discipline referrals and health-related risk behaviors in comparison to 5/11.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Fitnessgram Assessment --As mandated by the Physical Fitness Assessment Initiative (PFAI), students' levels of physical fitness are annually assessed to determine if any correlation exists between academic achievement, attendance, obesity, disciplinary problems and school meal programs. The Fitnessgram assessment includes various measures of aerobic capacity, muscular strength, muscular endurance, flexibility and body composition. There are five tests that include Sit and Reach, Pushups, Pacer test, Trunk Lift and Curl-ups. Scores are compared to criterion-referenced Healthy Fitness Zone standards, which are based on the level of fitness needed to maintain or acquire good health. Instructional modifications can be made to accommodate Special Population students or address areas of weakness as necessary based on the results.</p>	8/2011 - 5/2012	Physical Education Teacher – Kerry Kocian	Local Funding - Time Contributions of PE Teacher	<p>Informal Assessment</p> <p>:Classroom Assessments - -12/11: 80% of students passing all benchmark and health-related assessments.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - -05/12: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Other - --05/12: Decrease in discipline referrals and health-related risk behaviors in comparison to 5/11.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Health Education: --Newgulf Elementary offers a health education curriculum that addresses the physical, mental, emotional and social aspects of health to motivate students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. Qualified teachers will provide health education that addresses topics such as personal health, family health, community health, consumer health, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.</p> <p>Newgulf Elementary ensures that:</p> <ul style="list-style-type: none"> * Health curriculum is integrated into Physical Education, Science, Social Studies, Music, Art, Language Arts and Reading; * Health curriculum builds sequentially throughout grades; * Health education develops communication skills, good decision making skills, and coping mechanisms to be used as life long skills; * Health TEKS are documented in Scope & Sequence; and * Appropriate staff receives health education professional development. 	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Faculty & Staff	Informal Assessment :Classroom Assessments - 12/11: 80% of students passing all benchmark and health-related assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Informal Assessment :Classroom Assessments - -05/12: 90% of students passing all health-related end of year assessments.</p> <p>Criterion-Referenced Test : STAAR Tests - --05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p> <p>Informal Assessment :Other --05/12: Decrease in discipline referrals and health-related risk behaviors in comparison to 5/11.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Drug Use, Violence Prevention &/or Intervention Programs & Activities [TI, A SW #6]: --The staff of BISSD & Newgulf Elementary recruit parents, community members & business representatives to assist in the design, development, implementation & evaluation of the drug use & violence prevention &/or intervention program & activities. In addition to including parents in a meaningful & ongoing dialogue, community members & business representatives are also invited to participate.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and Principal, using the data to plan specific programs and activities.</p>	8/2011 - 5/2012	Principal - Gerald Floyd	Local Funding - Time Contributions of Faculty & Staff	Informal Assessment :Other-08/11: Appropriate campus Stakeholders will have met, held forums & meetings to plan the programs & services for 2011-2012.	Reduction in PEIMS 425 Incidents.	Informal Assessment :Other-05/12: 90% of the Goals set will have been met.

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<p>Goal:7 Newgulf Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): PK-5 Reduce the number of discipline referrals for the student body to facilitate maximum learning opportunities for all students to achieve mastery on TAKS at state goal levels.</p> <p>PK-5 Students will develop a healthy self-esteem along with acceptable peer interpersonal relationship skills.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Emergency & Security Operations: --Newgulf Elementary will implement a plan that includes emergency response training, student and staff emergency drills, security audit of district and campus facilities at least once every three years and coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>Strategy:</p> <p>Code of Conduct --The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p> <p>Strategy:</p> <p>Discipline Alternative Education Program (DAEP): --Students who have violated the district code of conduct will be placed in the DAEP. Dropout recovery and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is provided through a cooperative arrangement.</p>	<p>8/2011 - 5/2012</p> <p>8/2011 - 5/2012</p> <p>8/2011 - 5/2012</p>	<p>Principal - Gerald Floyd</p> <p>Principal - Gerald Floyd</p> <p>Principal - Gerald Floyd</p>	<p>Local Funding - Time Contributions of Faculty & Staff</p> <p>Local Funding - Code of Conduct Policy</p> <p>State - State Compensatory Education (SCE) - Rider 32</p>	<p>Informal Assessment :Other-12/11: 50% Reduction in infraction of the Boling ISD Student Code of Conduct, as reflected on the Principal's records.</p> <p>Informal Assessment :Other-12/11: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p>	<p>A safe climate for student learning, having a positive impact on student achievement.</p> <p>A safe climate for student learning, having a positive impact on student achievement.</p> <p>Dropout rate remains at 0%. Students will stay and succeed in school.</p>	<p>Informal Assessment :Other - --05/12: An Emergency and security operations plan has been implemented.</p> <p>Informal Assessment :Other-05/12: Fewer incidences of illegal and/or disorderly activities.</p> <p>Informal Assessment :Other-05/12: Final report card grades and STAAR assessments will indicate program's success.</p>

Campus Improvement Plan
Newgulf Elementary School 2011-2012

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Counseling Services: --The Counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor provides the following activities and services:</p> <ul style="list-style-type: none"> * Academic concerns; * School-related concerns such as misbehavior, excessive absences & tardiness; * Dropout prevention; * Physical, sexual or emotional abuse; * Coping with stress; * Discipline management; * Health and wellness; * Drug and Alcohol abuse prevention; * Bullying; * Suicide prevention; * Conflict resolution; * Violence prevention and intervention; * Parent education; * Teacher/Administrator consultation; * Staff development; and * School improvement planning for special populations students. 	8/2011 - 5/2012	Counselor –Sarah Wilkins	Coordinated Funds - Time Contributions of Counselor	Informal Assessment :Other-12/11: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.	<p>All students get along with their peers, with a healthy outlook toward life.</p> <p>Reduction in retention and dropout rates.</p> <p>Exemplary Status.</p>	<p>Informal Assessment :Other-05/12: Referrals to counselor have decreased as compared to the previous year.</p> <p>Criterion-Referenced Test : STAAR Tests--05/12: 90% of students will pass appropriate grade-level and subject-area STAAR tests.</p>

Title I School Wide Program	Newgulf
Totals:	\$ 138,207.00
Payroll Costs	\$ 138,207.00
Purchase & Contracted	\$ -
Supplies & Materials	\$ -
Other Operating	\$ -

Title II Part A	Newgulf
Totals:	\$ 3,617.00
Payroll Costs	\$ -
Purchase & Contracted	\$ -
Supplies & Materials	\$ -
Other Operating	\$ 3,617.00

Career & Technology	Newgulf
Totals:	\$ -
Payroll Costs	\$ -
Purchase & Contracted	\$ -
Supplies & Materials	\$ -
Other Operating	\$ -

Compensatory Education	Newgulf
Totals:	\$ 123,591.00
Payroll Costs	\$ 108,491.00
Purchase & Contracted	\$ 4,200.00
Supplies & Materials	\$ 10,650.00
Other Operating	\$ 250.00

Gifted & Talented	Newgulf
Totals:	\$ 15,120.00
Payroll Costs	\$ 14,945.00
Purchase & Contracted	\$ -
Supplies & Materials	\$ -
Other Operating	\$ 175.00

Bilingual/ESL	Newgulf
Totals:	\$ 11,731.00
Payroll Costs	\$ 11,231.00
Purchase & Contracted	\$ -
Supplies & Materials	\$ 500.00
Other Operating	\$ -

Special Education	Newgulf
Totals:	\$ 283,179.00
Payroll Costs	\$ 164,606.00
Purchase & Contracted	\$ 18,198.00
Supplies & Materials	\$ 9,650.00
Other Operating	\$ 90,725.00