

San Benito Consolidated Independent School District

La Encantada Elementary School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of La Encantada Elementary is to provide a positive, safe, and challenging learning environment for all students.

Vision

The vision of La Encantada Elementary is to challenge all students to go for the gold and succeed in life.

Value Statement

1. All students can and will learn. All teachers can teach.
2. High expectations for all encourage excellence.
3. Resources to support students' needs must be provided.
4. Excellence in teaching and learning is vital.
5. All students will be supported to pursue their passion upon graduation.
6. A community with shared ownership, purpose, and commitment work well together.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

La Encantada Elementary is a K-5th grade Title 1 campus in San Benito ISD. Student enrollment at La Encantada Elementary continued to steadily decline during 2016-2017, a pattern we have seen for the last 2-3 years. May enrollment data shows that 447 students are enrolled and that the Hispanic student groups is growing the fastest. Enrollment at La Encantada is 100% Hispanic, 92% of students are economically disadvantaged as compared to the district average of 84% and the state average of 59%, mobility rate is at 18% as compared to the district average of 20.7% and state average of 16.2%, 46.8% of our student population is identified as ELL as compared to the district average of 22.8% and the state average of 18.9%, and 4.7% of our student population are identified through special education as compared to the district average of 8.3% and the state average of 8.8%.

Demographics Strengths

La Encantada Elementary has many strengths. Some of the most notable demographics strengths include:

1. No students withdrew during 2016-2017 because they were unhappy with our campus.
2. Students, teachers and staff at La Encantada Elementary are very accepting of new students regardless of race or ethnicity.
3. The attendance rate at La Encantada have remained above both district and state level for both the 2016 and 2017 school year. Attendance rate during 2016 for La Encantada Elementary was 96.4% and attendance rate during 2017 was at 96.8%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment for the last three years has declined. Enrollment for the 2016-2017 school year has decreased from 552 to 448. Enrollment for the 2017-2018 school year is projected at 450. **Root Cause:** Families have moved and students have enrolled in neighboring districts.

Problem Statement 2: Having a high number of low social economic population of students affects the home to school support. **Root Cause:** The lack of English language and education level.

Problem Statement 3: High number of bilingual students in the classrooms specifically Spanish speaking with a slower transition to English rate. **Root Cause:** Lack of Spanish resources including but not limited to Social Studies and Science.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. For the 2016 state accountability, campuses are rated as Met Standard, Improvement Required, or Not Rated.

La Encantada Elementary rating for the 2014-2015 school year was Met Standard and meeting all four targets, shown as follows:

- Index 1 - Student Achievement. La Encantada Elementary Score: 64 (state target score = 60)
- Index 2 - Student Progress. La Encantada Elementary Score: 31 (state target score = 30)
- Index 3 - Closing Performance Gaps. La Encantada Elementary Score: 35 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Training Elementary Score: 25 (state target score = 12)

Although we are proud of our scores, we know there is much more work to be done. On the 2016 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

- **La Encantada Elementary rating for the 2015-2016 school year was Met Standard and meeting all four targets, shown as follows:**

- Index 1 - Student Achievement. La Encantada Elementary Score: 63 (state target score = 60)
- Index 2 - Student Progress. La Encantada Elementary Score: 41 (state target score = 30)
- Index 3 - Closing Performance Gaps. La Encantada Elementary Score: 35 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Training Elementary Score: 29 (state target score = 12)
- Reading - 59% (State 73% and District 64%)
- Math - 65% (State 76% and District 68%)
- Writing - 64% (State 69% and District 66%)
- Science - 68% (State 79% and District 72%)

- **La Encantada Elementary rating for the 2016-2017 school year was Met Standard and meeting all four targets, shown as follows:**

- Index 1 - Student Achievement. La Encantada Elementary Score: 71 (state target score = 60)
- Index 2 - Student Progress. La Encantada Elementary Score: 44 (state target score = 30)
- Index 3 - Closing Performance Gaps. La Encantada Elementary Score: 43 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Training Elementary Score: 40 (state target score = 12)
- Reading - 68% (State 72% and District 64%)
- Math - 76% (State 79% and District 71%)
- Writing - 69% (State 67% and District 63%)
- Science - 67% (State 79% and District 72%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 2015-2017 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade reading and mathematics.

Problem Statement 2: In 2017 STAAR data reveals that LEP students scores significantly dropped from 4th to 5th grade by 24%. **Root Cause:** No vertical alignment with SIOP strategies

School Culture and Climate

School Culture and Climate Summary

SCHOOL CULTURE AND CLIMATE

Student and staff surveys were conducted at La Encantada Elementary. 218 students in grades 3rd-5th participated in the survey with an equal number of boys and girls participating in the survey. Survey results revealed that the majority of students (95%) feel proud of their school and enjoy coming to school. 98% of students feel that they do well in school and individuals in the school setting want them to do well. Teachers enjoy teaching at La Encantada Elementary and communicate regularly with parents about their child's academic achievements through the use of Red Friday Folders and with some staff members regularly using Class Dojo.

99% of students feel that La Encantada Elementary has clear rules for behavior and that good behavior is noticed at their school with 63% answering that good behavior is noticed and 35% answering that good behavior is sometimes noticed. We would like to improved the percentage that feel that good behavior is noticed through more consistent implementation of our PBIS Fun Friday Events.

Most student get along well with each other; however, 40% of students sometimes feel that students treat each other well. After discussions and looking at discipline data, it was noted that most of the conflict among students occur during recess, in the cafeteria, and during physical education time. Measures will be put in place to address these areas of concern. However, survey data also showed that students feel that their are adults in school who will help them if they need it. 89% of students fee that teachers treat them with respect. 93% of teachers feel that adults in school treat students with respect. However, 43% of student feel that other students behave so that teachers can teach. This is an area that needs to be addressed.

Both students and staff feel safe at school. All door are kept locked at all times, a fence has been added to ensure additional safety measures. Fire drills and Code Red drills are practiced throughout the year to ensure that students and staff know what to do in case of an emergency or actual threat.

Students in grades 3-5 are involved in extracurricular activities. Most of these students are also excelling in school. Staff encourages students to get involved in extracurricular activities and encourage families to be part of school activities through activities such as family picnics, PTO, and family literacy night. Data from surveys reflect no gang activity, substance abuse, or weapon on campus. S

Areas of concern include discipline issues such as lack of cooperative and disruptive behavior in the classroom. A proactive classroom management system through PBIS has been set in place in order to create a positive behavior management process for a safer and more effective school. PBIS consists of clear schoolwide expectations with a system of incentives and consequences. Interventions are provide for students who need help and students are recognized for their successes. Use of PBIS for the 2016-2017 showed a decrease in disruptive behavior, but it was also noted that incentives for good behavior need to be implemented consistently across all grade levels.

Strategies for bullying.....

Absences are high on Mondays and Fridays due to close ties to the Mexican border. In addition, absences are high during inclement weather. Our parent liaison is working closely with these students to address attendance issues.

School Culture and Climate Strengths

A classroom management system through PBIS has been set in place in order to create a positive behavior management process for a safer and more effective school. PBIS consists of clear schoolwide expectations with a system of incentives and consequences. Interventions are provide for students who need help and students are recognized for their successes. Referrals to the office have declined by 80% with the referrals issues have been with only three students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Absences are high on Mondays and Fridays. In addition, absences are high during inclement weather. **Root Cause:** Absences are high due to close ties to the Mexican border and bus routes require students to walk to a certain location which can be difficult during inclement weather. .

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At La Encantada Elementary we have twenty-five teachers that are state certified. In addition, our six instructional paraprofessionals are highly qualified. We have 96% retention rate for educator employees. The systems that are in place to support our new teachers are: Professional Development, Teachers training teachers, New Teacher Mentor Program, Dean of Instruction Support, Instructional Leadership Team, Professional Learning Communities (PLCs), Technology Resources Support (i.g., laptops, ipads/software programs), grade level meetings, special education resources and established grade level Team Leader Responsibilities.

Aside from the present systems in place, we provide several strategies and structures in place to build capacity. Teachers are provided with Teacher Appreciation Week, District-wide professional development through Teachers Training Teachers, Campus-wide professional development through Professional Learning Communities (PLCs), and Collaborative Conference Meetings by imparting RTI Meetings, Special Education Teachers to Classroom Teacher Meetings, Team Meetings, Multimedia Meetings (Technology), and Faculty Meetings.

As part of our campus staff recruitment, we provide new teachers with describing campus and culture student and teacher incentives and demographics of our campus.

Our campus' staff retention excels compare to other campuses. Teachers are generally promoting a willingness to be selfless of their time for funding student rewards and dedicate extra hours for promotion on developing student achievement. Other reasons our teachers enjoy La Encantada Elementary are the once in a while treats for their hard work or their dedication as a whole campus to tasks at hand, the support staff available, and the administration encouragement and challenges set upon them to do well and excel in their professional development. The staff has been provided with PBIS staff development, content-areas specific training in k-5th grade levels.

The most effective teachers share with others within the campus and through the district through Meetings and workshops throughout the year. These are most beneficial and effective through the Faculty Meetings and through the Grade Level Meetings.

On the other hand, we have our teachers whose student performance is below district and/or state standards. In brief, we extend knowledge and understanding through Professional Learning Communities (PLCs), Staff Development coupled with Teacher training on specific needs, Content Area Task Force Meetings who come do the turn arounds on their trainings, Dean of Instruction TEKS Clarification and additional support needed based on Teacher's Needs, and RTI prescribed instruction/intervention for specific student needs.

Areas of Concern: Although we provide Grade Level Team Leaders at our campus, one enhancement to the title would be to define the responsibilities

and/or description of responsibilities.

Next, within our strategies and structures in the area of Teacher Reward Functions, we would like to build our Teacher Reward Functions by occasionally extended lunches and campus lunch gatherings where we all pitch in to bring a plate that is part of a full meal.

Alongside the Professional Development there is a need for Specific Targeted Campus Professional Development, Encouragement & Support for specific strategies for teachers with individualized learning. Not only having this individualized learning but also providing specific formalities/guidelines for the Special Education - Teacher Meetings and Technology specific driven meetings.

Equally important would be to start the school year with the implementation on ELL-Bilingual Meetings and Vertical Meetings.

For staff recruitment, we would like to suggest that district-wide we bring back the school bus ride for our new recruits (staff) to get orientation on the school district's demographics and zoning. In like manner, we would incorporate a campus walk for our new hires and establish a "wall of fame" for existing teachers (and new hires) along with teacher's grade level goals & accomplishments explaining what they bring to our campus. For example, their graduate degrees, certifications, college attended and number of years of experience. This would be placed in our Campus website as part of a biography for each employee/educator.

Coupled with staff recruitment, when we look at staff retention, teachers expressed they would like to develop attendance rewards for them like raffles of gift cards, extended lunch or school supplies. By the same token, they would like to be given opportunities for time to collaborate with other colleagues in the day to day TEKS issues within the campus and within the district, having some flexibility to travel from one campus to another towards the end of the day. In the same fashion, occasional knick-knacks provided would show staff they are appreciated such as popcorn bash, candy bar treats, notepad stationary, marker set, soda pop treats, bubble gum extravaganza, consistently.

Resources Needed: Template defining the responsibilities and/or description of responsibilities, paraprofessional assistance, parent volunteers for gatherings & extended lunches, provide Literacy Academies implementation support for k-2nd, Circle implementation support for Pk, subject-content area professional development support for 3rd-5th, including our Special Education staff in all levels of training. Provide targeted objectives in PLC Agenda that includes ELL-Bilingual emphasis and include once every two months Vertical Teaming Meetings, gathering on teacher's credentials to provide credentials, funding for teacher of the month, monthly staff & teacher gifting for items such as popcorn, candy bars, stationary, marker sets, sodas, bubble gum, etc.

Staff Quality, Recruitment, and Retention Strengths

At La Encantada Elementary, our teachers build a desire to stay at this campus and possibly retire from this campus. The staff enjoys being part of the culture and climate that establishes set foundations for the students that are in attendance.

One of the strengths at this campus is the professional development that is already in place. We have Teachers Training Teachers, New Mentor Program, Region One for Staff Professional Development, District-wide Professional Workshops, Special Population Staff Development (Special Education Meetings, Bilingual Education Meetings, RTI Meetings, 504 Meetings, and Instructional Leadership Academy Meetings). The meetings are aligned to district wide

calendar. All meetings are face to face with power points or notes provided for note taking as part of the training on a monthly or bi-monthly. This varies with each meeting. In-house campus leadership is in charge to do the turn around and observe and support implementation on new learning. In like manner, our most effective teachers share through our district-wide Teachers training Teachers, Faculty Meetings, grade level meetings, and Professional Learning Communities (PLCs).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Specific problem targeted professional development to meet the needs of our at risk and ELL students. **Root Cause:** Teachers lack training on how to best meet the needs of our ELL students and special education students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

La Encantada Elementary consists of 24 faculty members and 9 support staff. One pre kinder and all kinder classrooms have a teacher assistant to assist with instruction. We have one special education teacher that offers inclusion and resource services for our special education population. 23 out of our 24 teachers are bilingual certified and offer services to our ELL population. 20 out of our 21 classrooms are mixed classrooms with 4th and 5th grade classrooms are mixed with full transition classrooms.

Curriculum and instruction is monitored through classroom walkthroughs using the district classroom instructional walkthroughs and fall and spring TTESS observations as well as the TTESS formal observation. Data from the classroom walkthroughs reveal that it is likely that most students will master critical content of the lessons. Almost all teacher are taking advantage of instructional time to ensure student success.

La Encantada Elementary's current accountability rating is MET STANDARDS. The focus for this year is to improve STAAR scores in all Indexes, improve Istation and Imagine Math scores from one administration to the next in order to continue to Meet Standards and improve the number of Distinction Designations earned. We are targeting all academic areas with emphasis on reading for the current school year. As a campus we analyze test scores using the Deep Dive Analysis from Leverage Leadership, determine areas of strengths and weaknesses and develop plans targeted the TEKS not mastered and identifying students that did not master these TEKS. After reviewing and analyzing our test scores, we utilize a variety of resources to determine campus needs. We utilize after school and Saturday tutorials for third through fifth grade beginning in October with K-2nd begin tutorials in January.

Teachers are encouraged to attend district staff development to acquire strategies and skills needed to help students master all content areas. The RTI committee provides strategies that teachers implement in the classroom in order to help students be successful in the classroom. After all interventions are exhausted then special education may be utilized as a last resort.

In order to continue to work toward a MEET STANDARDS Rating with improvement in Distinction Designations earned, the following strategies need to be addressed and implemented.

A. School Wide Reading Strategies

- a. Use graphic organizer such as Thinking Maps
- b. Story maps to be used with weekly reading stories
- c. Test taking strategies
- d. Weekly Reading logs used for Accelerated Reading, MyOn, and IRLA/ENIL

B. School Wide Science Strategies

- a. Implement hands on science experiments
- b. Incorporate vocabulary science games into lessons
- c. Every grade level working on the same TEKS objectives using the TEKS Resource System.
- d. School wide bulletin boards that reflect same science vocabulary works.

C. School Wide Math Strategies

- a. Use correct Math vocabulary when teaching lessons.
- b. Use manipulatives during math lessons in grades PK-2 and in upper grades as needed.
- c. 5-10 minute basic facts review.
- d. School wide bulletin boards with key math vocabulary words or bulletin boards displaying a strategy on how to solve a problem.

D. Campus Improvement Strategies

- a. Vertical Team Planning
- b. Additional staff development in Reading
- c. Continue tutoring for all grade levels with emphasis on basic reading skills in k-1.

Curriculum, Instruction, and Assessment Strengths

Students at La Encantada Elementary score well above the required standard in Index 4 of postsecondary readiness. Teachers teach at a high level allow these students to progress in meeting Index 4 goals.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students are not mastering vocabulary at the level and rigor required to meet STAAR standards. **Root Cause:** Students lack prior knowledge and do not have the reading, listening, and speaking support necessary to master vocabulary at the rigor required on the STAAR test.

Family and Community Involvement

Family and Community Involvement Summary

At La Encantada Elementary there are different activities provided for parents such as PTO, Parent Night Out, Veteran's Day, Thanksgiving luncheon, Picnic Day, and weekly parental involvement center.

In addition, La Encantada Elementary involves its parents in support services made available to them to assist them in building healthy relationships. These services include counseling, Buckner Services, after school program, parent night out, Cameron County Mobile Clinic, eye glasses program, and clothing and shoes vouchers for 1st grade students.

In conjunction with support services made available to the parents, parents are involved in school decisions that will result in improved student achievement. Parents participate as active members in our PTO (Parent Teacher Organization), LPAC (Language Proficiency Assessment Committee), CIT (Campus Improvement Team), SAP (Student Support Program), and migrant parent committees.

Parents are informed of their child's academic progress through progress reports, report cards, and state exams. Conferences are held with parents of students who are failing or are in danger of failing. If parents are unable to attend the conferences, home visits are made. Through surveys, parents have expressed a desire to be involved in their child's academics and would like more information about topics being addressed in the classroom.

Areas of Concern: Parents want more involvement in their children's academic progress and classroom related topics.

In order to address this concern, La Encantada Elementary will be implementing a software program called "Class Dojo" for immediate communication with the classroom teacher, Friday Folders, School Facebook page, and campus website with calendar events, and school messenger.

Resources Needed: Funding for Red Friday Folders, Green Homework Folders

Family and Community Involvement Strengths

At La Encantada Elementary, our parents have a desire to stay informed and help/participate in any possible way to help their child be successful. The parents enjoy coming to school events that involve student participation such as folklorico events, dance and/or cheer team events, chess tournaments, talent shows, and Rock Band performances.

One of the strengths at this campus is the student participation in our extracurricular activities that motivates our parents to be involved with our campus events. These extracurricular activities are implemented along with the campus' PTO Meetings, Open House Meeting, Texas Public School Week,

Christmas Talent Show, as well as end of the school year events.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Parents requesting to receive Academic Information. **Root Cause:** A systemic routine is not in place to provide parents with students weekly academic progress.

Problem Statement 2: Parents wanted to have more information on student academic and behavior in the classroom. **Root Cause:** There was a consistent lack of communication between parents and the teachers.

School Context and Organization

School Context and Organization Summary

La Encantada Elementary has compiled data in order to make decisions about school context and organization. Classroom schedules reflect time allotted for a 90 minute reading block, 30 minute reading Tier 2 block, 90 minute math block, 30 minute Tier 2 math block, 45 minute Science/Social Studies block for K-3 with a 60 minute Science block for 4-5th grade, and 30 minute ESL block for all bilingual/mixed classrooms. Resource/inclusion services are included to meet student needs for students identified as special ed in order to help these students achieve success in the general curriculum setting.

In order to make educational decisions for our students, data is compiled and discussed among teachers through PLCs, grade level meetings, and school committees. Data is collected from STAAR results, district benchmarks, Istation, Imagine Learning Math, C-PALLS, six weeks benchmarks, district benchmarks, and daily/weekly assessments. Indicators such as bilingual, at-risk, ELL, Tier II and Tier III, and Special Education are used to group students appropriately in the classroom. Services provided to meet student needs are after school tutorials, Saturday tutorials, Saxon Phonics, Imagine Math, Big Brain Math, MyOn, and Istation.

Even though La Encantada faculty meets to address educational needs of all students, one area of concern would be to address vertical alignment teaming to make the connection from one grade level to the next. As part of the school context, it would benefit the campus to build a yearly calendar with all extracurricular activities as well as dates for school celebrations and events. Including students in the decision making would allow students to have input on materials used in the classroom as well as activities planned for the school year. This would increase student interest and result in higher student achievement.

School Context and Organization Strengths

In order to make educational decisions for our students, data is compiled and discussed among teachers through PLCs, grade level meetings, and school committees. Data is collected from STAAR results, district benchmarks, Istation, Imagine Learning Math, C-PALLS, six weeks benchmarks, district benchmarks, and daily/weekly assessments. Indicators such as bilingual, at-risk, ELL, Tier II and Tier III, and Special Education are used to group students appropriately in the classroom. Deep Dive Analysis is used to address specific TEKS where students are struggling and identify individual students in order to improve student success.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Across grade level gaps in vertical alignment document. This document needs to be addressed through PLCs and vertical alignment meetings. **Root Cause:** Vertical alignment document is not been implemented successfully/and or appropriately

Technology

Technology Summary

La Encantada Elementary has one open lab and one science technology lab along with 2-4 computers in every classroom. Additional technology equipment in classrooms in K-5 classrooms are in Eiki projector, digital camera, Elmo projector screen, laptop for every teacher, and printer per grade level.

Professional Development on technology has been provided district-wide on general topics used district-wide. However, we have been unable to provide the needs uniquely and specifically targeted to La Encantada Elementary. Impact on district-wide professional development has helped teachers at a minimal level. The goal is to make all teachers highly effective with use of La Encantada software programs so they are able to transfer pertinent training and information to students. This would enable student's to work at a caliber level of understanding in the technology area.

Technology and technology software utilized to support curriculum, instruction, and assessment integration and implementation is as follows:

- A. Accelerated Reader: Building reading comprehensions and skills along with reward point system.
- B. Compass Learning: Helps build grade level TEKS objectives across all context areas.
- C. Star Fall: An early childhood program to build phonemic awareness and math skills.
- D. Fast Math: Helps build math TEKS objective skills as well as state assessment math.

Faculty and students use computers throughout all content areas on a daily basis. The faculty and student's technology proficiency is somewhat adequate.

Areas of Concern: Staff feels uncomfortable about using new technology software brought onto the campus. Lengthy work order fixtures/technology support, lack of Professional Development on Technology, lack of small short brief session workshops available, district restrictions with administration passwords preventing immediate updates on software, programs, printers installations, plug-ins, etc.

Resources Needed: Professional Development for Software Program throughout the School Year with spiraling of the training. Sufficient technology representatives to provide readily support for the staff, Frequent Technology visits with targeted technology agenda on the specific software program navigation toolkit for Teachers to use and implement on a daily/weekly basis. Accessibility to lab manager and technology representative to prevent restrictions with administration passwords preventing immediate updates on software, programs, printers installations, plug-ins or blocks.

Technology Strengths

La Encantada Elementary has a vast variety of software programs provided by the school district. In addition, the campus has accumulated four c.o.w.s.

(carts on wheels) that have enabled a flexibility for teachers to have easy access to the different software programs to be implemented to help build student achievement. The teachers have been provided with the staff development trainings within the school district as well as through the campus' PLC's meetings. Furthermore, students have guaranteed access to any of the software programs due to each student having an individual laptop to check-in into the different programs needed for their personal targeted objective success. The different software programs such as Myon, Istation, Imagine Learning, Stemscope, Big Brainz gives students the cutting edge to learn in their personal areas of needs while continuing to advance in the strength areas too.

Problem Statements Identifying Technology Needs

Problem Statement 1: Sufficient time required to participate in a software program in order to make achieving gains. **Root Cause:** Too many software programs to use, not enough time in the scheduled day to implement them effectively.

Problem Statement 2: Lack of Equality in software programs for our Spanish-speaking ELLs. **Root Cause:** Due to our early exit program, very little emphasis is set for the few Spanish speakers who have not transitioned yet.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Goals

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: ESSA: By June 2018 80% (District) and 80% (Campus) of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Source(s) 1: STAAR Reports for grades 3-EOC

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy PBMAS 1) Provide flexible scheduling through inclusion and/or resource classes.	1, 2, 3, 4, 8, 9	Special Ed Teacher Classroom Teachers	80% of special education students will meet standards on district benchmarks and state assessments.				
Problem Statements: Student Achievement 1 Funding Sources: 224 - IDEA B, Formula SpEd - \$300.00							
System Safeguard Strategy 2) Ensure that all ARD's and re-evaluations are scheduled according to state and federal guidelines and monitor the implementation of the IEP's and the documentation of modifications to meet the needs of special education students.	1, 2, 3, 4, 8, 9	Administration Special Education Teacher Teachers	80% of special education students will meet standards on district benchmarks and state assessments.				
System Safeguard Strategy PBMAS 3) Ensure that all staff of special population students receive TELPAS training, IPT reading/writing training, and any additional training to effectively implement instruction in the classroom for special populations.	1, 2, 3, 4, 5, 8, 9	Administration	80% of special pop students will meet standards on district benchmarks and state assessments.				
Problem Statements: Student Achievement 2 Funding Sources: 199 - State Bilingual/ESL - \$12,000.00, 255 - Title II, Part A, TPTR - \$400.00							
System Safeguard Strategy PBMAS 4) Teachers will continue training in the SIOP model in order to provide an enriched instructional program for ELL students.	1, 2, 3, 4, 9	Administration Bilingual Teachers	80% of ELL students will meet standards on district benchmarks and state assessments. Improvement in TELPAS ratings of students.				
Problem Statements: Student Achievement 2 Funding Sources: 199 - State Bilingual/ESL - \$2,000.00							

System Safeguard Strategy PBMAS 5) Provide adequate Spanish and English materials for teachers serving ELL students.	1, 2, 9	Bilingual Teachers LPAC Coordinator	80% of ELL students will meet standards on district benchmarks and state assessments. Improvement in TELPAS ratings of students.				
	Funding Sources: 199 - State Bilingual/ESL - \$10,000.00						
System Safeguard Strategy PBMAS 6) Implement research-based computer programs such as but not limited to Imagine Learning, Yo Comprendo to help ELL students with English language development and supplement the reading program.	1, 2, 9	Administration Bilingual Teachers Lab Manager	80% of ELL students will meet standards on district benchmarks and state assessments. Improvement in TELPAS ratings of students.				
	Funding Sources: 199 - State Bilingual/ESL - \$12,000.00						
7) All G.T. students will complete a Texas Performance Standards Project. Each student will present their own original work to their classmates and to a committee.	2, 3	Teachers G.T. Coordinator	95% of G.T. students will meet standards on district benchmarks and state assessments.				
	Funding Sources: 199 - State Gifted and Talented (G/T) - \$500.00						
8) G.T. students in 3rd-5th grade will participate in the campus science fair.	1, 2, 3	G.T. Coordinator Science Fair Coordinator	95% of G.T. students will meet standards on district benchmarks and state assessments.				
	9) All teachers servicing Gifted and Talented students will attend required training hours in order to understand and be able to work with G.T. students and better provide differentiated instruction in all subject areas.		G. T. Coordinator Teachers of G.T. Students	95% of G.T. students will meet standards on district benchmarks and state assessments.			
Funding Sources: 255 - Title II, Part A, TPTR - \$600.00							
System Safeguard Strategy 10) Migrant priority students will be provided with additional opportunities and classroom materials to improve reading and math skills through assistance from the migrant district teacher.		Migrant Teacher Migrant Coordinator	80% of migrant students will meet standards on district benchmarks and state assessments.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:




Student Achievement
Problem Statement 1: 2015-2017 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade reading and mathematics.
Problem Statement 2: In 2017 STAAR data reveals that LEP students scores significantly dropped from 4th to 5th grade by 24%. Root Cause 2: No vertical alignment with SIOP strategies

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 2: By June 2018, students in grades 3,4, and 5 will score 80% on Index 1, STAAR Reading.

Evaluation Data Source(s) 2: STAAR Reading Index 1 scores for all student groups.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>1) Implement IRLA/ENIL in grades K-2 in order to raise reading performance for each individual student. Consultant will come four times to provide coaching in the classroom.</p>	1, 2, 3, 4	Teachers Campus Administration	<p>IMPLEMENTATION: measured by PLC discussions and administration walkthrough observations confirming that teachers are implementing new reading strategies.</p> <p>IMPACT: Quarterly assessment data showing 3% higher achievement for all student groups when compared with last year scores.</p>				
<p>Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 255 - Title II, Part A, TPTR - \$12,500.00</p>							
<p>System Safeguard Strategy PBMAS</p> <p>2) Implement 90 minutes of uninterrupted reading instruction in grades K-5 using the TEKS Resource System, Journeys, Istation, and other supplemental resources in order to raise reading performance for each individual student.</p>	1, 2, 3	Campus Dean of Instruction Campus Administration	<p>IMPLEMENTATION: measured by administration walk-through observations, including face-to-face meetings and class schedules confirming that teachers are providing 90 minutes of reading instruction.</p> <p>IMPACT: Walk-through documentation, district unit assessments and benchmark results data showing 5% improvement each six weeks.</p>				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p>Funding Sources: 211 - Title I, Part A - \$7,000.00, 199 - State Compensatory Education (SCE) - \$6,500.00</p>							

System Safeguard Strategy PBMAS 3) Progress monitoring will be done for students. - Tier I students will be provided with interventions in the classroom through small group and whole group instruction. -Tier II students will receive an additional 30 minutes of intervention through various resources including Voyager passport. -Tier III students will be provided more explicit, individual tutoring through small group instruction and support from RTI teacher.	1, 2, 3, 4, 8, 9	RTI Teacher Campus Administration Teachers	IMPLEMENTATION: Measured by administrative walk-throughs, observations, progress monitoring reports (PMBR,PMER,MPLP), and STAAR results. IMPACT: Increased fluency score result, word reading, and comprehension on BOY, MOY,EOY with . Increased score results on district benchmarks and STAAR Results meeting standards by the end of the year.				
	Problem Statements: Demographics 2 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 211 - Title I, Part A - \$2,000.00						
4) Increase Comprehension in Grades k-5 through the use of Accelerated Reader.		Teacher Librarian Dean	IMPLEMENTATION: Targeted Score Points per grade level with measured cut points per six weeks. IMPACT: Improved student comprehension resulting in improved scores in Reading classroom assessments (80-90%), SRI (Proficient), TPRI (Developed in all areas), Tejas Lee (Desarrollado en todas areas), STAAR (met standards).				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I, Part A - \$3,600.00, 199 - General Fund - \$4,800.00						
System Safeguard Strategy 5) Istation will be administered in English and used to identify the independent reading levels for grades PK-5 and will help guide instruction and assist teachers in making accurate placement and assessment decisions.	1, 2, 3, 4	Administration Teachers	All students in grades 3,4, and 5 will score 80% on Index 1, STAAR Reading.				
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I, Part A - \$8,000.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Having a high number of low social economic population of students affects the home to school support. Root Cause 2: The lack of English language and education level.
Student Achievement
Problem Statement 1: 2015-2017 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade reading and mathematics.
Problem Statement 2: In 2017 STAAR data reveals that LEP students scores significantly dropped from 4th to 5th grade by 24%. Root Cause 2: No vertical alignment with SIOP strategies

Staff Quality, Recruitment, and Retention

Problem Statement 1: Specific problem targeted professional development to meet the needs of our at risk and ELL students. **Root Cause 1:** Teachers lack training on how to best meet the needs of our ELL students and special education students.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not mastering vocabulary at the level and rigor required to meet STAAR standards. **Root Cause 1:** Students lack prior knowledge and do not have the reading, listening, and speaking support necessary to master vocabulary at the rigor required on the STAAR test.

School Context and Organization

Problem Statement 1: Across grade level gaps in vertical alignment document. This document needs to be addressed through PLCs and vertical alignment meetings. **Root Cause 1:** Vertical alignment document is not been implemented successfully/and or appropriately

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 3: Students in grades 3, 4, and 5 will score 80% on Index 1 STAAR writing.

Evaluation Data Source(s) 3: STAAR Writing Index 1 for all student groups.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy PBMAS 1) Teachers will utilize supplemental resources as needed to enhance grammar usage and mechanics.		Campus Administration Teachers	IMPLEMENTATION: Lesson plan audits, walk-throughs, Benchmarks IMPACT: All students in grades 3, 4, and 5 will score 80% on Index 1 in district writing benchmarks and STAAR writing.				
				Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I, Part A - \$1,000.00			
System Safeguard Strategy PBMAS 2) 4th grade teachers will use TEKS Resource System and other writing programs/strategies such as but not limited to: Write Source strategies for Writers and Six Traits of writing will be used to help students understand the learning process and develop skill and success in all areas of writing.	1, 2, 3, 4, 5	Teachers Dean Assistant Principal Principal RTI Teacher Resource Teacher	IMPLEMENTATION: Lesson plan audits, walk-throughs, Benchmarks IMPACT: All students in grade 4 score 80% on Index 1 in district writing benchmarks and STAAR writing. All students in 1st thru 5th will score 80% or better on campus benchmarks.				
				Funding Sources: 211 - Title I, Part A - \$0.00			
System Safeguard Strategy PBMAS 3) Students will write grade-level appropriate essays using the following mode(s) of writing: Narrative, Descriptive, Persuasive, and Expository. Portfolios of student writing, including one sample per six weeks will be transferred to the next grade level at the end of the school year.	1, 2, 3, 4	Principal, Assistant Principal, Dean of Instruction, Teacher(s)	IMPLEMENTATION: Lesson plan audits, walk-throughs, Benchmarks IMPACT: All students in grade 4 score 80% on Index 1 in district writing benchmarks and STAAR writing. All students in 1st thru 5th will score 80% or better on campus benchmarks.				
				Funding Sources: 211 - Title I, Part A - \$200.00			

4) Handwriting instruction in Spanish and English will be implemented on a daily basis to help support early reading and writing development through print awareness, improved letter recognition, and writing fluency.	1, 2, 3, 5, 9	Principal, Assistant Principal, Deans of Instruction, Teacher assistants, Teacher(s)	IMPLEMENTATION: Lesson plan audits, walk-throughs.				
	Funding Sources: 199 - State Bilingual/ESL - \$1,500.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Specific problem targeted professional development to meet the needs of our at risk and ELL students. Root Cause 1: Teachers lack training on how to best meet the needs of our ELL students and special education students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are not mastering vocabulary at the level and rigor required to meet STAAR standards. Root Cause 1: Students lack prior knowledge and do not have the reading, listening, and speaking support necessary to master vocabulary at the rigor required on the STAAR test.

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 4: Student groups in grades 3,4, and 5 will score 80% on Index 1, STAAR Math

Evaluation Data Source(s) 4: STAAR Math Index 1 for all student groups.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Through the use of the TEKS Resource System, Pearson Envision Math and local resources teachers will target math concepts and key understandings to allow students to make conceptual connections and meet grade level expectations. Teachers will collaborate to develop lesson plans and make assessments decisions.	1, 2, 3, 8, 9	Assistant Principal Principal Dean	<p>IMPLEMENTATION: Measured by administrative walk-throughs, observations, progress monitoring reports (Benchmarks, Imagine Math,TTM), and STAAR results. Data analysis through PLC meetings</p> <p>IMPACT: all student groups scoring at grade level by MOY (district benchmark,Imagine Math, TTM) and above grade level by EOY(district benchmarks,SMI, TTM). When compared with last year's STAAR scores a 10% increase among all student groups in grades 3,4,5.</p>				
				<p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 211 - Title I, Part A - \$7,000.00, 199 - General Fund - \$1,200.00</p>			
2) Supplement math instruction with the Istation Math program (Think Through Math) and other software (Brain Pop, Pearson videos) programs to enhance and understanding of mathematics and problem solving skills.	1, 2, 3, 8, 9	Assistant Principal Principal Dean	<p>IMPLEMENTATION - measured by lesson plans, principals' walk-throughs and data reviews through each program mentioned.</p> <p>IMPACT: a higher understanding of mathematics and problem solving skills increasing STAAR scores.</p>				
				<p>Problem Statements: Technology 1, 2</p> <p>Funding Sources: 211 - Title I, Part A - \$0.00</p>			
3) Implement RTI math intervention using the Imagine Math Inventory for progress monitoring.	1, 2, 3, 4, 5, 8, 9	RTI teacher Assistant Principal Principal	<p>IMPLEMENTATION - measured by data reviews in a PLC meeting , principals' walk-throughs, RTI Lead meetings.</p> <p>IMPACT: Closing the achievement gap for Tier II and Tier III groups.</p>				
				<p>Funding Sources: 211 - Title I, Part A - \$400.00</p>			
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: 2015-2017 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade reading and mathematics.
Problem Statement 2: In 2017 STAAR data reveals that LEP students scores significantly dropped from 4th to 5th grade by 24%. Root Cause 2: No vertical alignment with SIOP strategies
Curriculum, Instruction, and Assessment
Problem Statement 1: Students are not mastering vocabulary at the level and rigor required to meet STAAR standards. Root Cause 1: Students lack prior knowledge and do not have the reading, listening, and speaking support necessary to master vocabulary at the rigor required on the STAAR test.
Technology
Problem Statement 1: Sufficient time required to participate in a software program in order to make achieving gains. Root Cause 1: Too many software programs to use, not enough time in the scheduled day to implement them effectively.
Problem Statement 2: Lack of Equality in software programs for our Spanish-speaking ELLs. Root Cause 2: Due to our early exit program, very little emphasis is set for the few Spanish speakers who have not transitioned yet.

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 5: Student groups in grades 3, 4, and 5 will score 85% on Index 1, STAAR Science.

Evaluation Data Source(s) 5: STAAR Science Index 1 for all student groups.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) To incorporate Inquiry-based instruction, teachers will instruct using process skills such as Tools of Inquiry enabling students to develop an understanding of science concepts including Observing , Questioning, Hypothesizing, Predicting, Planning, Interpreting, and Communicating.	2, 3, 4, 5	Principal, Assistant Principal, Dean of instruction, Teacher(s)	IMPLEMENTATION: Measured by administrative walk-throughs, observations, progress monitoring reports and STAAR results. Data analysis through PLC meetings IMPACT: When compared with last year's STAAR scores will increase by 5%.				
2) Science Tech Lab will be utilized in 5th Grade	2	Teacher Assistants, Teacher(s)	IMPLEMENTATION: Measured by administrative walk-throughs, observations, progress monitoring reports (Benchmarks, Online Reports, and STAAR results. Data analysis through PLC meetings IMPACT: When compared with last year's STAAR, scores will increase.				
Funding Sources: 211 - Title I, Part A - \$500.00							
3) Third Grade G.T. students and all 4th and 5th grade students will participate in the Campus Level Science Fair. Two Projects per grade level will be selected for district competition.	1, 2, 3	Counselor, Teacher(s)	Implementation: Completion of Science Fair Project and district Science Fair Competition. Impact: Improved student performance on Science TEKS.				
Funding Sources: 199 - State Gifted and Talented (G/T) - \$200.00							
4) Teachers will emphasize and stress the use of technical vocabulary during instruction. Students will be tested weekly over science vocabulary.	1, 2, 3, 4, 5	Dean of instruction, RTI Teacher, Teacher	IMPLEMENTATION: Measured by administrative walk-throughs, observations, progress monitoring reports and STAAR results. Data analysis through PLC meetings IMPACT: 90% of students will master district benchmarks and meet standards on Science STAAR.				
Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - Title I, Part A - \$1,000.00							

5) STEM Scope will be utilized in grade 1st-5th grade.	1, 2, 3, 4, 5	Campus instructional Technologist, Principal, Teachers, Dean of instruction	IMPLEMENTATION: Measured by administrative walk-throughs, observations, progress monitoring reports and STAAR results. Data analysis through PLC meetings IMPACT: Improvement on campus and district benchmarks and on 5th grade STAAR				
	Funding Sources: 211 - Title I, Part A - \$0.00						
6) Edusmart is built from research-based instructional strategies that are shown to have the greatest potential to maximize the achievement of increasingly diverse student populations. Teachers will use Edusmart to : address all learning styles; set the learning objectives, assess and activate prior knowledge; provide support for English Language Learners (ELL); encourage cooperative learning; summarize and take notes; and formally assess understanding.	1, 2, 3, 4, 5, 9	Teachers	IMPLEMENTATION: Measured by administrative walk-throughs, observations, progress monitoring reports and STAAR results. Data analysis through PLC meetings IMPACT: Improvement on campus and district benchmarks and on 5th grade STAAR.				
	Funding Sources: 211 - Title I, Part A - \$2,500.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment	
Problem Statement 1: Students are not mastering vocabulary at the level and rigor required to meet STAAR standards. Root Cause 1: Students lack prior knowledge and do not have the reading, listening, and speaking support necessary to master vocabulary at the rigor required on the STAAR test.	

Goal 2: SBCISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: ESSA: Quality professional development will be provided to all instructional staff thus ensuring student success.

Evaluation Data Source(s) 1: Staff development attendance, surveys, and feedback

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) All teachers will attend district required professional development, and participate in other training identified in the campus comprehensive Needs Assessment done in preparation for the new school year. Some of the needed identified training includes: *SIOP *The effective use of Thinking Maps *Strategies for teaching Bilingual students *Transitioning students to English	1, 3, 4	Principal					
Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 Funding Sources: 255 - Title II, Part A, TPTR - \$3,000.00, 263 - Title III, LEP - \$0.00							
2) Continued professional development will be provided through PLCs held weekly for 60 minutes. Campus administration will provide PD sessions and assist teachers needing support.	1, 4, 5, 9, 10	Principal, Assistant Principal, Counselor, Dean of Instruction, teachers, RTI teacher	Impact: Highly qualified teachers to help meet the needs of all students.				
Funding Sources: 211 - Title I, Part A - \$0.00							
3) All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Suicide Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student outcry of suicide.	1, 2, 4	Counselor	Safe Schools				
4) Provide teachers, administrators, and instructional assistants training in Inclusion and Differentiated Instruction to meet the needs of special populations in the classroom.		Administration 504 Coordinator Special Education Teacher	Increased knowledge of successful instructional practices for Special Populations.				
5) Professional development on TEKS Resource system from Region I, or other outside consultants on designated subject areas so that teachers can successfully utilize curriculum.	1, 2, 3, 4, 8	Administration	Increase knowledge of instructional strategies				
Funding Sources: 255 - Title II, Part A, TPTR - \$2,000.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: In 2017 STAAR data reveals that LEP students scores significantly dropped from 4th to 5th grade by 24%. Root Cause 2: No vertical alignment with SIOP strategies
Staff Quality, Recruitment, and Retention
Problem Statement 1: Specific problem targeted professional development to meet the needs of our at risk and ELL students. Root Cause 1: Teachers lack training on how to best meet the needs of our ELL students and special education students.

Goal 2: SBCISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: ESSA: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Source(s) 2: SBEC Certification Records

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) La Encantada Elementary with the support of the district, will recruit and maintain a highly qualified staff with an emphasis on incentives to attract new staff to a high needs school.		Principal	Impact: All teachers will be highly qualified in bilingual education in order to meet the needs of our ELL students.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
2) All parents will receive information on their right to request the qualifications of their child's teacher(s)		Principal	Results: Documentation of notification will be kept on file. Impact: Highly qualified teachers to help meet the needs of all students.				
3) Parents will be notified if their child has been assigned to or taught by a teacher who is not highly qualified for four consecutive weeks.	3	Principal	Results: Documentation of notification will be kept on file. Impact: Highly qualified teachers to help meet the needs of all students.				
4) All paraprofessionals involved with reading and math instruction in Pre-k and Kinder classes will meet the highly qualified requirements.	3	Principal	Results: Documentation of notification will be kept on file. Impact: Highly qualified teachers to help meet the needs of all students.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Specific problem targeted professional development to meet the needs of our at risk and ELL students. Root Cause 1: Teachers lack training on how to best meet the needs of our ELL students and special education students.

Goal 3: SBCISD will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 1: ESSA: By June 2018, 90% of all graduates will meet college ready requirements.

Evaluation Data Source(s) 1: STAAR Scores and TELPAS Results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Purchase headsets for computer use during TELPAS testing, Station, Imagine Learning and other district provided online platforms.	1, 2, 3	Administration LPAC Coordinator Teachers	Improvement on STAAR Scores, TELPAS, and Istation Reading				
Funding Sources: 211 - Title I, Part A - \$1,500.00, 199 - State Bilingual/ESL - \$500.00							
2) Purchase dictionaries for students for all 3rd, 4th and 5th grade students for classroom use during instruction and testing.		Administration	Improvement on STAAR Scores, TELPAS, and district initiatives.				
Funding Sources: 199 - State Bilingual/ESL - \$4,000.00, 211 - Title I, Part A - \$4,000.00							
System Safeguard Strategy PBMAS 3) 3) After school tutoring will be offered to students in grades 1-5th grade in order to provide students with extra support to meet grade level standards. Saturday tutorials will be provided for 3rd-5th.	1, 2	Administration Teachers	Improvement on daily grades and district and state assessments				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: SBCISD will implement program initiatives and activities that reflect a commitment to preparing all students for post-secondary educational or career paths.

Performance Objective 2: ESSA: Implement strategies that promote effective and efficient student support services that will maintain student attendance above 98%

Evaluation Data Source(s) 2: Daily Attendance Reports

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Daily contact with parents of students who are absent. Phone calls will be made before 9:00 a.m. to encourage parents to bring students to school that are healthy and able to attend.	1, 2, 9	Administration Teachers Parent Liaison	Increase student attendance				
Funding Sources: 199 - General Fund - \$500.00							
2) Perfect attendance celebration to acknowledge students who have maintained perfect attendance, no late entries, or early releases per six weeks.	1, 2, 6	Administration Teachers	Increase student attendance and increase parent participation.				
3) Attendance Review Committee will meet with parents during start of second semester to formally advise parents of students in danger of not meeting attendance requirement at end of yea	1, 2, 6, 9	Administration Parent Liaison Teachers	Improve attendance for students with chronic absences.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: SBCISD will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 1: All students will exhibit positive academic and social behaviors that prevent violence, promote academic success, and increase the likelihood of students having regular attendance and staying in school.

Evaluation Data Source(s) 1: PBIS

Counseling Data,
Referrals to Counselor
Referrals to Office

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) School counselor will provide group and individual guidance services to students having difficulty in school.	1, 2, 4, 8, 9	School Counselor	PBIS incentives using Blue Bucks to address behavior resulting in good behavior and students being respectful to themselves, each other, and all adults. Decrease in number of referrals Decrease in number of bullying incidents. Increased attendance.				
Funding Sources: 199 - General Fund - \$500.00							
2) The counselor will meet with all students using a character education curriculum.	1, 2, 4	Counselors	PBIS Incentives Decrease in number of referrals Decrease in number of bullying incidents.				
3) Teachers and PEIMS clerk will make phone calls to parents of children who are absent.		PEIMS Teachers	100% of students with perfect attendance will be rewarded at the end of each six weeks. Students with perfect attendance will be recognized at the end of the year awards assembly.				
Problem Statements: School Culture and Climate 1							
4) The school will work with the district and community to coordinate health services and assure that all students are participating in the required number of minutes of physical education per week.	1, 2, 3, 4, 8	Physical Education Teacher Administration	Health services provided to students. P.E. schedule followed. Students will understand the importance of physical fitness on their overall health.				
5) The school will implement a bullying program for all students.	1, 2, 4, 9	Counselor Principal	Zero bullying incidences Documentation of lessons on counseling lesson plans.				
Problem Statements: Family and Community Involvement 2							

6) The school will participate in Red Ribbon School Week activities to prevent drug usage.	2, 6	Counselors Teachers	Activities to expose students to the danger of drugs.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: Absences are high on Mondays and Fridays. In addition, absences are high during inclement weather. Root Cause 1: Absences are high due to close ties to the Mexican border and bus routes require students to walk to a certain location which can be difficult during inclement weather. .</p>
Family and Community Involvement
<p>Problem Statement 2: Parents wanted to have more information on student academic and behavior in the classroom. Root Cause 2: There was a consistent lack of communication between parents and the teachers.</p>

Goal 5: SBCISD will collaborate with parents and community to ensure all students receive a gold standard education.

Performance Objective 1: By May 2017, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The parent center will open weekly to allow for parents to participate in the education of their children. The center will also provide parent training and opportunities for parents to give input to the school.	1, 6	Principal					
Funding Sources: 199 - General Fund - \$200.00							
2) All parents will be invited to parent involvement activities including PTO meetings.	4, 6	Assistant Principal(s) Principal, Teacher(s)					
3) Two book fairs will be held during the school year to instill the loved reading and learning to our students and to encourage parents to become involved in their child's education.	4, 6	Librarians					
Funding Sources: 199 - General Fund - \$300.00							
4) A thanksgiving Feast and a Fall Festival will be held annually.	4, 6	Assistant Principal, counselor, Principal, Teachers					
5) Red "Friday" folders will be sent home on a weekly basis to keep parent informed about school functions and student progress. 3rd-5th grade students will also be provided with planners in order to keep parents informed on student progress and upcoming events and Green Homework Folders will be provided for all students.	1, 2, 4, 5	Teachers					
Funding Sources: 211 - Title I, Part A - \$1,200.00, 199 - General Fund - \$1,200.00							
6) Continue the School Messenger program to reach more parents through the use of the telephone.	4, 5, 6	teachers					
7) Pre-K transition activities will take place through parent contact and campus visitation to help students and parents feel welcome at the new campus.		counselors , principal					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide flexible scheduling through inclusion and/or resource classes.
1	1	2	Ensure that all ARD's and re-evaluations are scheduled according to state and federal guidelines and monitor the implementation of the IEP's and the documentation of modifications to meet the needs of special education students.
1	1	3	Ensure that all staff of special population students receive TELPAS training, IPT reading/writing training, and any additional training to effectively implement instruction in the classroom for special populations.
1	1	4	Teachers will continue training in the SIOP model in order to provide an enriched instructional program for ELL students.
1	1	5	Provide adequate Spanish and English materials for teachers serving ELL students.
1	1	6	Implement research-based computer programs such as but not limited to Imagine Learning, Yo Comprendo to help ELL students with English language development and supplement the reading program.
1	1	10	Migrant priority students will be provided with additional opportunities and classroom materials to improve reading and math skills through assistance from the migrant district teacher.
1	2	1	Implement IRLA/ENIL in grades K-2 in order to raise reading performance for each individual student. Consultant will come four times to provide coaching in the classroom.
1	2	2	Implement 90 minutes of uninterrupted reading instruction in grades K-5 using the TEKS Resource System, Journeys, Istation, and other supplemental resources in order to raise reading performance for each individual student.
1	2	3	Progress monitoring will be done for students. - Tier 1 students will be provided with interventions in the classroom through small group and whole group instruction. -Tier II students will receive an additional 30 minutes of intervention through various resources including Voyager passport. -Tier III students will be provided more explicit, individual tutoring through small group instruction and support from RTI teacher.
1	2	5	Istation will be administered in English and used to identify the independent reading levels for grades PK-5 and will help guide instruction and assist teachers in making accurate placement and assessment decisions.
1	3	1	Teachers will utilize supplemental resources as needed to enhance grammar usage and mechanics.
1	3	2	4th grade teachers will use TEKS Resource System and other writing programs/strategies such as but not limited to: Write Source strategies for Writers and Six Traits of writing will be used to help students understand the learning process and develop skill and success in all areas of writing.
1	3	3	Students will write grade-level appropriate essays using the following mode(s) of writing: Narrative, Descriptive, Persuasive, and Expository. Portfolios of student writing, including one sample per six weeks will be transferred to the next grade level at the end of the school year.

Goal	Objective	Strategy	Description
3	1	3	3) After school tutoring will be offered to students in grades 1-5th grade in order to provide students with extra support to meet grade level standards. Saturday tutorials will be provided for 3rd-5th.

Title I

Schoolwide Program Plan

A schoolwide program allows a campus in which 40 percent or more of its students are from low-income families to use its Title I, Part A funds, along with other federal, state, and local funds, to operate a schoolwide program to upgrade its entire educational program (Section 1114[a][1]). The goal of the program is to improve the academic performance of all students, particularly

- the lowest-achieving students
- students at risk of not meeting the state student academic achievement standards
- students who are members of the target population of any program a campus includes in its schoolwide program.

A campus operating a schoolwide program is not required to identify specific students as eligible to participate in the schoolwide program, or to demonstrate that the services it provides with Title I, Part A funds are supplemental to services that it would provide in the absence of Title I, Part A funds (Section 1114[a][2]). This flexibility is in contrast to a targeted assistance program, in which a campus may only use Title I, Part A funds for supplementary educational services for children identified as being most at risk of not meeting state standards (Section 1115[a]).

SBCISD Schoolwide plan includes the following components: High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.

- Recruitment and retention of effective teachers, particularly in high-need subjects.
- Increased learning time through extended day options.
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners through the early exit program.
- Dual Enrollment and Advanced Placement Program opportunities
- Career and technical education programs to prepare students for postsecondary education and the workforce.
- Counseling, school-based mental health programs, mentoring services, and softskills skills.
- Anti-bullying program for students.
- Use of Eduphoria to desegregate data that will drive instruction.
- Response-to-intervention teachers on all campuses to assist with student experience difficulties mastering TEKS.

- Updated electronic hardware on campuses: iPads, COWS, Desk top Computers, and RedCats.

Ten Components of Title I Schoolwide

1. A Needs Assessment, which lists areas of instruction that need improvement in order for all students to be successful and to meet state standards for achievement.
2. Develop Schoolwide strategies that : a. Provide opportunities for all children to meet Texas' standards for student achievement b. Use methods of teaching that have been proven to work with students. c. Meet the needs of all low-achieving and at-risk students in the school. Include such programs as counseling, pupil services, mentoring, innovative teaching methods, college and career awareness and guidance, career and technical education programs, etc. d. Decide how the school will determine whether students' needs are being met. e. Be certain that the school's Campus Improvement Plan matches the state's and the district's plans.
3. Ensure that all teachers meet Highly Qualified standards by hiring teachers Texas- certified to teach their subject or grade level and that instructional paraprofessionals are state-certified as teaching assistants .
4. Provide high-quality training for all school staff. Teachers, principals, nurses, paraprofessionals, and other staff members attend workshops and/or meetings designed to help them meet the needs of students.
5. Plan to attract highly qualified teachers to our schools. The campus, along with the Department of Human Resources, work toward attracting the best teachers to SBCISD.
6. Increase parent involvement through such activities as parent workshops, family nights, parent volunteer program, informational meetings, parent conferences with teachers, report card pick-up night (secondary), student programs, E.S.L. classes for parents, etc.
7. Develop plans to help preschool children successfully make the change to primary/elementary school. This includes students from programs like Head Start.
8. Include teachers in making decisions about how to use tests to provide information to improve student achievement.
9. Give effective, timely help to students who are having trouble reaching grade level standards in their core courses. Students' difficulties must be identified in a timely manner, and in such a way that the teacher knows the exact skills that the students must learn.
10. Coordinate local school programs with state and federal programs. This includes programs supported under ESSA, violence prevention, nutrition, housing programs, Head Start, adult education, vocational & technical education, and job training.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

La Encantada Elementary CNA focused on academic and other information about all students including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students, and migrant students. This information included student achievement in relation to state standards, and also included the campus's current status regarding student needs, curriculum and instruction, professional development, family and community involvement, and campus context and organization.

Using schoolwide planning teams La Encantada Elementary will create a school culture that engages staff in a data-driven process to conduct a comprehensive needs assessment, allowing them to:

- clarify their vision for reform,
- create a school profile,
- identify data sources, and
- analyze data to ensure that the learning needs of every child are met.

2: Schoolwide Reform Strategies

Schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies should be based on effective means of improving achievement of children. Statute specifies guidelines in five different areas for use when evaluating effective instructional strategies.

La Encantada Elementary will review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research by:

- Identifying how each activity strengthens the core academic program.
- Identifying scientifically-based research programs that increase the amount and quality of learning time.
- Review the master schedule to identify opportunities for extended learning time.
- Investigate how PBLs are used in the various core areas.
- Identify programs within your school that address enriched and accelerated curriculum issues.

- Disaggregate the data by sub-groups to determine programs' effectiveness in meeting the needs of historically under served student populations.

3: Instruction by highly qualified professional teachers

Beginning with the 2016-2017 school year, schools and teachers will only need to meet state requirements for certification. The federal term of “highly qualified teacher status” will no longer apply. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.

La Encantada Elementary will:

- Record certification[s] of teachers, their teaching position, the course(s) they teach, and their service records.
- Record highly qualified status of paraprofessionals, their assignments, and their service records.
- Record paraprofessional duties that increase the opportunities for all students to meet the academic achievement standards.
- Provide professional development that targets CNA.
- Assign teachers for a “best fit” of their strengths.
- Professional development of “in-place” programs prior to school year with ongoing evaluations of effectiveness.
- Monitor effectiveness of teachers by frequent walk-throughs.
- Provide time for teachers to observe master teachers in the classroom.
- Provide opportunity for teachers to have classroom materials explained as to their use in instruction.
- Provide opportunities for collaboration [through PLCs] in looking at benchmark and testing results and analyzing teaching strategies to provide needed instruction for non-mastered instruction

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers and other staff in schoolwide program schools will be equipped to face the challenge of helping all students meet the State’s academic achievement standards. To do this, we must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

La Encantada Elementary will:

- Select the professional development to meet the needs of all administrators, teachers, paraprofessionals, parents, and others as appropriate.
- Utilize book study groups and department led training.
- Provide opportunities for all employees to obtain training in programs and initiatives that are already in place.
- Utilize video conferencing equipment and/or online training to meet the schedules of teachers.
- Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
- Allow teachers to attend professional developments through the year on content areas specific to teacher's assignment.
- Rearrange the school day to include a block of time before, during, or after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

La Encantada Elementary will:

- Provide mentoring program.
- Retain teaching staff through reform strategies to change the characteristics of the campus to become more personally and professionally satisfying.
- Promote quality leadership (campus administration).
- Provide on-going and “catch-up” training for programs that are in place on a campus for both teachers and instructional paraprofessionals.

6: Strategies to increase parental involvement

Parental involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities. It is required that schools develop strategies that increase parental involvement.

The Family and Community Engagement Department and La Encantada Elementary will ensure:

- Notification: Schools shall send information to parents in a language and format they can understand, including: parents' right to know teacher qualifications, parents' right to know certified teacher information, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.
- Consultation: Schools shall include parents in the development of the parental involvement policy and school-parent compact, seek input from parents to evaluate the parental involvement program, and have face-to-face parent teacher conferences at least at the elementary grade level.
- Building Capacity: Schools shall assist parents in understanding the state's academic content and achievement standards and requirements of the Title I program. Schools shall provide materials and training in areas such as literacy or technology.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

For the purpose of Title I, Part A, a preschool program is a program of educational services for eligible children below the age at which the LEA provides elementary education and is focused on raising the academic achievement of children once they reach school age. Title I, Part A preschool programs provide young children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school.

La Encantada Elementary will:

- Coordinate the professional development activities of preschool and kindergarten teachers in order to align prekindergarten and kindergarten curricula and goals.
- Arrange for kindergarten and preschool teachers to visit each others classrooms.
- Instruction is guided by a coherent curriculum that includes meaningful content (such as science) and has a strong and systematic focus on cognitive skills, including the language, early reading, writing skills and math skills children need to develop before they enter kindergarten.
- Instruction is always intentional, and frequently is direct and explicit. There is a balance between individual, small-group, and large-group activities.
- The classroom environment is one where children feel well cared for and safe. It also stimulates children's cognitive growth and provides multiple and varied opportunities for language and literacy experiences.
- Teachers frequently check children's progress. Ongoing assessment allows teachers to tailor their instruction to the needs of individual children as well as to identify children who may need special help.
- The preschool staff regularly communicates with parents they are an active participant in their children's education.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual

students and the overall instructional program

In addition to state performance data, measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

La Encantada Elementary will:

- Provide opportunities for teachers to work together in developing student assessments such as: formative assessments, teacher observations, performance assessments, teacher made assessments during grading periods, and student inventories.
- Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining student work/response to assessments.
- Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies.
- Teachers are provided professional development in the types of different assessments, how to design effective assessments, and how to analyze the data.
- Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

La Encantada must include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

La Encantada Elementary will:

- Analyze individual student data and/or student work to determine appropriate activities.
- Provide for extended learning opportunities such as tutoring before/after school, Saturday school, summer school.
- Provide individualized/small group learning sessions. • Provide a rich curriculum that includes real world connections and enrichment activities.
- Incorporate computer assisted learning.
- Incorporate modifications/accommodations for curriculum activities.
- Conduct parent/teacher conferences to keep parents informed.

- Provide school counseling services.
- Link parents to appropriate resources such as: counseling services, out-reach programs, community agencies, mentoring programs, etc.
- Provide professional development in effective teaching strategies or best practices, and implement strategies for appropriate activities. analyze individual student data and/or student work to determine appropriate activities.
- Provide for extended learning opportunities such as tutoring before/after school, Saturday school, summer school. • Provide individualized/small group learning sessions.
- Provide a rich curriculum that includes real world connections and enrichment activities.
- Incorporate computer assisted learning.
- Incorporate modifications/accommodations for curriculum activities.

10: Coordination and integration of federal, state and local services and programs

Section 1114 of Title I, Part A, Public Law 107-110 of NCLB authorizes eligible schools to consolidate Title I funds, along with other Federal, State and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design. Title I schoolwide programs are also encouraged to use the flexibility available to them to coordinate and integrate services and programs, as well as funding, with the aim of upgrading the entire educational program for all students. Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility, etc. Research shows the importance of monitoring the impact of this component to ensure that all students receive a quality education, becoming academically proficient and reaching advanced levels of achievement.

La Encantada Elementary will

- Document the Federal, State, and local services and programs such as:
 - Title Programs
 - Nutrition Programs
 - Head Start
 - Violence Prevention Programs

- List resources and services that have common requirements such as: Professional Development, Parental Involvement, Violence Prevention and Family Literacy
- Determine where coordination and integration can occur based on program intent and purpose.
- Document all coordinated programs, services, and funds in the correct location on the Campus Improvement Plan to show the school has met the intent and purpose of each program

Plan Notes

Results of survey need to be added to school culture and climate.

Demographics

Committee Role	Name	Position
Dean of Instruction	Yesenia Gonzalez	Dean of Instruction
Administrator	Cynthia Avelar	Assistant Principal
Classroom Teacher	Monica Simpson	Kinder Teacher
Classroom Teacher	Karla Gonzalez	First Grade Teacher
Classroom Teacher	Maria Castro	Second Grade Teacher
Classroom Teacher	Brenda Garza	Third Grade Teacher
Classroom Teacher	Jose Tafolla	Fourth Grade Teacher
Classroom Teacher	Gisela Rios	Fifth Grade Teacher
Classroom Teacher	Cindy Alfaro-Garza	P.E. Teacher
Parent	Sandra Martinez	Parent

Campus Improvement Team

Committee Role	Name	Position
Administrator	Gracie Martinez	Principal
Administrator	Cynthia Avelar	Assistant Principal
Dean of Instruction	Yesenia Gonzalez	Dean of Instruction
RTI	Elizabeth Leos	RTI
Non-classroom Professional	Nancy Teran	Counselor
Classroom Teacher	Monica Simpson	Kinder Teacher
Classroom Teacher	Karla Gonzalez	First Grade Teacher

Student Achievement and Curriculum & Instruction and Assessment Committee

Committee Role	Name	Position
Classroom Teacher	Yesenia Gonzalez	Dean of Instruction
Administrator	Cynthia Avelar	Assistant Principal
Classroom Teacher	Monica Simpson	Kinder Teacher
Classroom Teacher	Karla Gonzalez	First Grade Teacher
Classroom Teacher	Maria Castro	Second Grade Teacher
Classroom Teacher	Brenda Garza	Third Grade Teacher
Classroom Teacher	Jose Tafolla	Fourth Grade Teacher
Classroom Teacher	Gisela Rios	Fifth Grade Teacher
Classroom Teacher	Cynthia Alfaro-Garza	P.E. Teacher

School Culture and Climate Committee

Committee Role	Name	Position
Administrator	Gracie Martinez	Principal
Administrator	Cynthia Avelar	Assistant Principal
Classroom Teacher	Maria Leos	Pre Kinder Teacher
Classroom Teacher	Jennifer Salinas	Kinder Teacher
Classroom Teacher	Susana Mendieta	Second Grade Teacher
Classroom Teacher	Elena Gonzales	Third Grade Teacher
Classroom Teacher	Cristina Montano	Fourth Grade Teacher
Classroom Teacher	Martin Pena	Fifth Grade Teacher
Non-classroom Professional	Norma Rodriguez	Librarian
Non-classroom Professional	Lori Verduzco	Counselor
Community Representative	Minni Quintanilla	Community Representative
Business Representative	Eleazar Leos	Business Representative

Family and Community Involvement Committee

Committee Role	Name	Position
Administrator	Gracie Martinez	Principal
Administrator	Cynthia Avelar	Assistant Principal
Classroom Teacher	Maria Leos	Pre Kinder Teacher
Classroom Teacher	Jennifer Salinas	Kinder Teacher
Classroom Teacher	Susana Mendieta	Second Grade Teacher
Classroom Teacher	Elena Gonzales	Third Grade Teacher
Classroom Teacher	Cristina Montano	Fourth Grade Teacher
Classroom Teacher	Martin Pena	Fifth Grade Teacher
Non-classroom Professional	Norma Rodriguez	Librarian
Non-classroom Professional	Nancy Teran	Counselor

Staff Quality, Recruitment and Retention Committee

Committee Role	Name	Position
RTI	Elizabeth Leos	RTI Teacher
Administrator	Cynthia Avelar	Assistant Principal
Classroom Teacher	Maricela Ortega	Kinder Teacher
Classroom Teacher	Edna De Leon	First Grade Teacher
Classroom Teacher	Jessica Garcia	Second Grade Teacher
Classroom Teacher	Miran Aviles	Fourth Grade Teacher
Classroom Teacher	Ana Rodriguez	Fourth Grade Teacher
Classroom Teacher	Irma Laura Guerrero	Third Grade Teacher
Classroom Teacher	Mario Guerrero	Special Education Teacher
Non-classroom Professional	Monica Jalomo	School Nurse
Classroom Teacher	Luis Cantu	Fine Arts Teacher

School Context and Organization Committee

Committee Role	Name	Position
RTI	Elizabeth Leos	RTI Teacher
Administrator	Cynthia Avelar	Assistant Principal
Classroom Teacher	Maricela Ortega	Kinder Teacher
Classroom Teacher	Edna De Leon	First Grade Teacher
Classroom Teacher	Jessica Garcia	Second Grade Teacher
Classroom Teacher	Mirna Aviles	Fourth Grade Teacher
Classroom Teacher	Ana Rodriguez	Fourth Grade Teacher
Classroom Teacher	Irma Laura Guerrero	Third Grade Teacher
Classroom Teacher	Mario Guerrero	Special Education Teacher
Non-classroom Professional	Monica Jalomo	School Nurse
Classroom Teacher	Luis Cantu	Fine Arts Teacher

Technology Committee

Committee Role	Name	Position
Classroom Teacher	Jessica Medina	First Grade Teacher & Tech Representative
Paraprofessional	Maggie Hernandez	Computer Lab Manager
Classroom Teacher	Andrea Yanez	Fifth Grade Teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Library books to enhance collection of AR Books		\$4,800.00
1	4	1			\$1,200.00
3	2	1	Parent Attendance Incentives		\$500.00
4	1	1	Character Building Resources		\$500.00
5	1	1			\$200.00
5	1	3			\$300.00
5	1	5			\$1,200.00
Sub-Total					\$8,700.00
199 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$6,500.00
Sub-Total					\$6,500.00
199 - State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	General supplies for student projects.		\$500.00
1	5	3			\$200.00
Sub-Total					\$700.00
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Imagine Learning Chromebooks to help address TELPAS needs. Purchase of dictionaries for bilingual students.		\$12,000.00
1	1	4	SIOP Consultant		\$2,000.00
1	1	5	Supplemental materials for ELL students		\$10,000.00
1	1	6			\$12,000.00

1	3	4			\$1,500.00
3	1	1			\$500.00
3	1	2			\$4,000.00
Sub-Total					\$42,000.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	STAAR Resource Books		\$7,000.00
1	2	3	Voyager Passports, TPRI/TEJAS LEE Progress Monitoring Program, RTI STAAR Resources		\$2,000.00
1	2	4	Accelerated Reader Program		\$3,600.00
1	2	5			\$8,000.00
1	3	1	Printable STAAR Resources		\$1,000.00
1	3	2			\$0.00
1	3	3			\$200.00
1	4	1			\$7,000.00
1	4	2	Think Through Math		\$0.00
1	4	3			\$400.00
1	5	2			\$500.00
1	5	4	STAAR Printable Resources for Science		\$1,000.00
1	5	5			\$0.00
1	5	6			\$2,500.00
2	1	2			\$0.00
3	1	1			\$1,500.00
3	1	2			\$4,000.00
5	1	5			\$1,200.00
Sub-Total					\$39,900.00

224 - IDEA B, Formula SpEd

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	1	1	Resources to address reading comprehension and fluency.		\$300.00
Sub-Total					\$300.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Funding for staff training		\$400.00
1	1	9			\$600.00
1	2	1	Professional Development with IRLA/ENIL Consultant		\$12,500.00
2	1	1	Professional Development Training		\$3,000.00
2	1	1			\$0.00
2	1	5			\$2,000.00
Sub-Total					\$18,500.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$116,600.00