

Socorro Independent School District
Chester E. Jordan Elementary School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



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Mission Statement

Chester E. Jordan stakeholders will honor the school's core values of Trusting, Teamwork, and Thinking to help all students, 21st Century Citizens in their own right, achieve excellence now and in their own futures, ensuring that they are ready for college, their future careers in life and that they are able to give back to their own communities today and tomorrow.

Vision

Tomorrow's Leaders Learning Today

Career and College Ready

Leadership Team

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Chester E. Jordan Elementary, having opened its doors in 2007, is named after a man who served his country honorably for 30 years in the United States Army rising to the rank of Chief Warrant Officer Four before retiring in 1980. Over the period of his commendable service, he was decorated with the Bronze Star with Oak Leaf Cluster, Air Medal with Oak Leaf Cluster, German Occupation Medal, and Korea and Vietnam Campaign Ribbons. Mr. Jordan is the epitome of a man who valued the core values of our school.

Chester E. Jordan Elementary is one of 48 campuses in the Socorro Independent School District and the only Silver Certified Green school in the entire region. Chester E. Jordan is the city's first Leadership in Energy and Environmental Design (LEED) school having earned another prestigious recognition for our green efforts. The school's Green Science Team won a 2012 Texas Environment Excellence Award (TEEA) in the youth category for their work at the school, in the community and in their partnership with Fort Bliss.

With all of the campus' successes last school year, it is also important to note that during the 2015-2016 school year, Chester E. Jordan Elementary "Met Standard" on state mandated exams for the state of Texas and garnered a state distinction - Top 25% Closing Performance Gap - state distinctions that are given to only those schools that have made large gains as compared to other schools in the entire state. We truly are the BEST School in the ENTIRE Galaxy! This past school year, Chester Jordan did not meet one SafeGuard, that pertaining to our English Language Learning Community regarding writing. This will be one important goal for the 2016-17 school year.

Chester E. Jordan Elementary serves predominantly economically disadvantaged families, 590 students or approximately 71% of the total population, and military families, 270 students or approximately 25% of the total student population. Last year we served 144 military students which is an increase of 26 new military students. Chester E. Jordan Elementary served about 1,100 students in grades Pre K to 5th grade in the 2015-2016 school year. Six years ago, 534 students were served by the campus, which is an increase of more than 300 students. As an overflow campus in the 2015-16 school year, we enrolled 1,100 welcoming 300 Pre K student, the official Pre K Hub for the new Pebble Hills High School feeder pattern.

Next school year Chester Jordan will welcome approximately 300 Pre K students. With the creation of a new feeder pattern, Pebble Hills, Chester Jordan will no longer be part of the El Dorado High School Feeder Pattern. Chester Jordan students will one day attend Puentes Middle School and then Pebble Hills High School. With the creation, Chester Jordan becomes the official Pre K hub for the feeder pattern. Lujan Chavez, Butler Elementary and Chester Jordan community Pre K students will attend school this year at the BEST school in the entire galaxy, Chester Jordan.

This coming school year, once again, Chester E. Jordan Elementary is expected to receive many new students. As of July 28, 2016 we are expected to have the following amount of students at each grade level: 300 Pre K Students, 110 kindergarten students, 132 first grade students, 132 second grade students, 132

third grade students, 132 fourth grade students, and 150 fifth grade students.

The student population is also broken down as follows: 1.25% African-American, 11.12% Anglo, 1.25% Asian, 82% Hispanic, 51% male and 49% female. Our school demographics continue to change. For example, two years ago our Anglo population was approximately 9% while this year it has increased to about 12%. Our Hispanic population has increased from last year's 80.50% to about 82%, while all other Non-Hispanic students account for 18% of the overall population. We attribute this to the rapid and great influx of military families moving into the El Dorado feeder pattern over the last two years. Students who are Economically Disadvantaged represent about 70% of our total population (593 students).

Chester E. Jordan Elementary serves 269 (31%) Limited English Proficient (LEP) students. There are 29 kindergarten, 46 1st grade, 43 2nd, 35 3rd, 43 4th, and 18 in 5th grade LEP students at Chester E. Jordan. This year we exited 25 students from the bilingual program. There were 5 2nd graders who exited, 1 3rd, 14 4th, and 4 5th graders. There are 30 students in the Gifted and Talented program, which is an increase from 19 just last school year. We made some gains this year in this department, not only on STAAR, but with the overall program.

Demographics Strengths

Strengths in Student SubPopulation Groups

Bilingual - Bilingual students continue to make gains. This school year, students were exited in greater numbers. Many students accomplished English Proficiency goals on the state's proficiency test, TELPAS. The program systems put into place this school year will help to continue ensuring the EXIT levels in this program increase yearly. Systems implemented will also address the Professional Development needs of teachers who will use these skills to meet the student subgroup's overall needs. The Early Exit Model utilized by the school district will continue to be the method by which to exit our students, but a "Transitional" format in some grade level bilingual classrooms will help students to work with their monolingual counterparts on a consistent basis. SIOP training was provided to all bilingual teachers this past school year, strategies that will provide students with more and unique ways to communicate, learn, and succeed. Next school year, the goal will be to increase passing rates by 15% in all content areas.

Special Education - STAAR scores for this subpopulation had historically been below district averages. These last few years, scores have gone up. In 5th Grade, 2016, STAAR Scores for this sub population are as follows:

Math - 100% Met Standard

Reading - 85% Met Standard

The program now is following the STETSON model approach. The structure to the program provides more inclusion opportunities for all students. Our Special Education teachers will all work closely with their regular education counterparts to provide team teaching to all students. Students in our Self Contained Units a few years ago have fully transitioned into inclusive environments to ensure the rigor of the program is available for all students. The goal for the 2016-2017 school year is to increase passing rates by 15 to 20% in Reading and Math. In-school pull out intervention programs (SMART Academy) will provide intense and targeted intervention for students in this subgroup. After school tutoring will be provided from semester 1 and all school year.

Demographics Needs

Area of Need In Student SubPopulation Groups

Bilingual - The bilingual program experienced shortfalls last school year regarding STAAR overall passing rates for writing. Phonics and vocabulary labs will be included in the overall intervention plan for students during the school year. Temporary Instructional Aides were used to support intervention and support team members like SCE-I Coaches provided schedules, pull-out intervention opportunities and during-the-school-day intervention opportunities.

Special Education - Students in this subgroup will garner very rigorous program initiatives through STETSON program planning and structures. Students in this group, which include students with varied learning disabilities will work with two teachers in a Class-within-a-Class environment where two teachers will provide instruction to all students in the classroom, allowing all students to have the opportunity to learn from each other, sometimes teaching to each other, the highest form of learning.

Another trend that needs to be addressed is the high enrollment of autistic students. Our teachers feel that they need more training and support to be able to meet the needs of our autistic students who are placed in a general education classroom. Our district school interventionist, diagnostician, sped team and other related staff members will assist with trainings.

Student Achievement

Student Achievement Summary

The School Improvement Team (SIT), the Instructional Leadership Team and our grade level teams met this summer to review this year's student performance data (iStation, TCM math scores, scores for STAAR, and other school-wide data). Teacher, student, and parent survey results and other sources of pertinent data were also reviewed as contributing data used to create the need's assessment (as listed) for the 2016-2017 school year. One of the themes for this school year will continue to be to create data driven systems that will drive instruction at every grade level for all students in our goal to reach 100% in all that we do. The other overall theme for students, staff, parents and teachers is College and Career Readiness.

Based on overall state-mandated testing results, Chester Jordan continues to excel. Each year since 2013, the school's data has risen. Data for the 2015-16 school year is presented below, but please do note the Chester Jordan has garnered THREE STAR, STAAR Distinctions and they are as follows:

ELAR Distinction

Closing the Achievement Gap

Student Progress

Chester Jordan has Met Standard and did not acquire any SafeGuards. All student subgroups excelled. Overall, Chester Jordan's STAAR data shows that students in all content areas assessed are performing ABOVE state standards and above district average. Chester Jordan results also showcase that students in our English Language Learning and Special Education groups are excelling also. These two student groups placed #1 of all SISD campuses regarding data on STAAR results.

Our 2016 STAAR results and lower grade level testing data showed gains. The campus moved data overall and for all student groups. A summary of results is listed below.

Reading 84%

Science 80%

Math 85%

Writing 83%

This data indicates that student data is above state standards and above district average for all campuses. The gains are also indicated from school year to

school year. The intervention plans in place to include SMART Academy during school, after school, Saturdays and Intersession are working.

A strong component for success is Our School-wide Title I program. Next school year will consist of parent involvement activities facilitated by a full time CIS coordinator, Temporary Instructional Assistants (TIA's) who provide interventions to at risk students in all areas of instruction and an at-risk aide, who works with at risk students. Our State compensatory Program (SCE), consists of Temporary Instructional Assistants, who provide interventions to at risk students, and a librarian assistant, who works with at-risk students in the lower grades and 2 Instructional Coaches for the campus. Our Title III program provides Temporary Instructional Assistants who works with at risk students in various grade levels.

The following data is for subpopulations (STAAR) on campus:

Inext 1, 2, 3, 4

District Writing Benchmarks

Kinder - 85.32% 1st - 93.7% 2nd - 91.34%

TCM

Kinder-94.4% 1st - 94.62% 2nd - 97.69%

Milestones

Kinder - 87.4% 1st - 69.47% 2nd - 75.19%

iStation

Kinder Tier I - 54% 1st Tier I - 76% 2nd Tier I - 92% 3rd Tier I - 84% 4th Tier I - 75% 5th Tier I - 78%

Overall lower grade level data has shown growth all school year.

Student Achievement Strengths

The data substantiates some of the changes that were made last school year: A Master Schedule continues to be utilized by the entire campus; A SMART Academy Intervention system is utilized after school, on Saturdays, during Intersessions and during the school day and a during-the-school-day Intervention program is utilized to ensure that we are providing intervention to all groups of students, while simultaneously providing Enrichment to the students who we are supporting towards Advanced levels on STAAR. A few programs of choice on our campus are those that support Balanced Literacy, Guided Reading and Guided Math. We will utilize math concepts that are supported by Creative Math, Singapore Math and State-Adopted programs. Our Writing this school year, specifically targeting our SafeGuard subpopulation (ELL) will be supported by the strategies outlined in the Empowering Writers structure, utilizing the methods of the Writers Workshop. Overall, the focal points behind The Fundamental Five will provide synergy to what our campus attempts to accomplish academically; a PLC (Professional Learning Community) infusion will continue this school year and the components of a PBIS system will help our team to use Positive Behavior Methods for all stakeholders. Below are also the school "Directions" or goals that the campus will utilize in the 2016-17 school year.

Writing scores on campus dipped, specifically in our ELL student group from 2013-14 to 2014-15, but great gains were garnered from 2014-15 to 2015-16. The vertical alignment of writing is taking shape on our campus. Third and fourth grades attended specific PD sessions to 1) close achievement gaps and 2) provide vertical alignment. Second grade will be asked to attend this 2015-16 school year. Teachers have been provided with varied writing PD sessions on and off campus, for example Empowering Writers sessions were provided through Region 19 and 3rd Grade teachers were invited to go in our attempt to vertically align the writing. Second grade will attend in 2016-17. A state SafeGuard was placed on this sub population. Our team of teachers monitored the data and reviewed prior year's writing benchmark data in an attempt to target student needs.

Student Achievement Needs

Student achievement is always the goal. At Chester Jordan, students in all grade levels made great gains, specifically in our 3rd, 4th and 5th grades, STAAR Grade levels. So, although the campus experienced great gains in all sTAAR areas including Special Educaiton and ELL student groups, we desire to improve. So, the following areas are those that we will focus towards this 2015-16 school year.

1. STAAR data depicts that intervention and vertical alignment attempts have provided gains, thus we will continue the vertical alignment process in the areas of writing and science. For example, we have created science labs for all grade levels that are supported by our campus curriculum coaches and aides. Coaches will ensure that labs are scheduled and materials are available. Aides will be available in every lab to assist our school teachers. Materials have been purchased to replenish for labs and hands on projects. PLTW efforts have been created where teachers have been trained to be teachers of teachers, our goal to create a launch of these standards across all grade levels.

- 2.

School Culture and Climate

School Culture and Climate Summary

SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority. The overall climate of the campus will represent a campus that is creating successful outcomes for students.

School Culture and Climate Strengths

Strengths in Safety

Students, parents, teachers and staff feel safe at Chester Jordan. School Climate surveys have also provided this feedback. School Climate Surveys have also found parents, students and teachers to be happy with their learning environment. The school received a 3.44 (out of 4) rating on the survey regarding "My Child likes his/her school". This indicates that children are happy with their learning opportunities. Parents also feel that the building is clean receiving a 3.52 (out of 4) rating. Students survey found that students feel that their teachers care receiving a 3.72 and that their teachers treat them with respect 3.74. Staff strongly feel the school is safe, 3.56 and feels the school sets high standards for academic performance.

The Socorro I. S. D. District Service Center conducted monthly surprise safety audits. Chester E. Jordan passed 100% of all audits this past school year and received honorary mention for its safety measures. Teachers provided all students with safety lessons on varied types of drills (fire, lock down, reverse evacuation). All drills were conducted in accordance with SISD policy. Parent survey results also indicate that CJE is doing well with safety measures. Safety was a topic provided to parents at all Coffee w/ The Principal meetings; to employees and staff at SIT meetings, safety meetings, instructional leadership team meetings, Friday grade level meetings, faculty meetings and varied grade level round table meetings. An Emergency Operation Plan was created to ensure that there is a plan of action for many and varied safety-related incidents. Our Critical Response Team monitors the plan and meets periodically to discuss safety initiatives on campus. Next school year, for example, safety kits to include first-aid supplies, will be re-established for all classrooms and offices as the campus has experienced growth.

Chester E. Jordan passed all building safety inspections.

The school's safety zones around our school and drop off/pick up zones were also addressed in the 2014-15 school year and continue to be important specifically for student drop off and dismissal peak times. School zones were monitored by SISD Police periodically throughout the school year. Six cross guards were hired to work at crosswalks in an around the campus last school year. We will garner 1 more due to our new status as a Pre K hub for the school feeder pattern. Canopies were added to each side of the building two school years ago and continue to be our students dismissal area and safe haven when dismissing. Crosswalks, speed bumps and yellow warning lines are touched up and added as needed, marking boundaries for students away from danger zones. Our Safety Committee met monthly to discuss updates and to address areas of concern. As one example, it was determined that our speed zone on Jason Crandall continues to be a concern as community residents continue to speed through our zones at peak hours. Administration does periodic checks and works with cross guards in this area, helping to direct traffic. Administration, along with feedback and support from the local community,

contacted our city representatives to help with extending the school zone on Jason Crandall two years ago and this has helped. We ask that our community please continue to monitor these zones and contact city when in need as these streets, in some ways, fall out of the school's jurisdiction. This was much needed as the extended zone and signs have provided some help, particularly in the morning during our peak drop/off time frame.

The Critical Response Team, made up of administration, counselors, Instructional Leadership Team members and teacher representatives (both from SIT and EPAC) discussed the Emergency Operation Plan and updated the plan for last school year. The team will meet again this summer (2016) to discuss and update as needed. The plan will be sent to all staff and will be our reference for all emergencies on campus. Along with the plan, all drills (fire, evacuation, etc.) were addressed this school year, each semester as per our School District expectation. The plan will be updated for 2016-17 and will include updates from the school district.

Strengths in Attendance

This year we maintained our campus incorporated a large Pre K Hub for the new feeder pattern. The average attendance rate for the hub was approximately 92%. This factor along with the high mobility rate our school experiences as an overflow campus and which has a military base of student 25% strong has created a 97.00% attendance rate last school year to 95% this school year. New attendance initiatives will be established next school year to help ensure PRE K students are attending school regularly. A beginning-of-year parent handbook will be provided, which will outline the specific behind attendance policies to include House Bill 5 (HB5) mandates and the states law, The 90% Rule, which states students MUST be in school 90% of the school year that school is offered. An attendance letter to create awareness will also be sent home to all parents, as needed and attendance documents will be included in the Beginning Of Year documents that will be sent home to parents. The Principal's Plan for attendance will also be included in these documents sent home at the onset and will be posted online on Chester Jordan web site. Attendance warning letters will be sent home when a student is over 3 days unexcused and/or begins to show a pattern of absences that may lead to Loss of Credit for the school year (90% Rule). Phone calls will be made by the administrative team and meetings will be set up parents. Intervention plans (Intersession SMART Attendance Camps) will be provided to help with attendance matters, but and most certainly, the school will submit chronic cases to our attendance court JP4. Our goal for the coming school year is to be at or above 97% every month. Pre K, like First grade the school year prior, is a grade level which continues to experience high numbers of absences. This cohort of students will now enter Kindergarten, thus the grade level will be monitored strictly for attendance concerns. Attendance court will be utilized for those absences that exceed district and state minimums and state policies will be strictly enforced this coming school year. In the 2014-15 school year, of the 1,100 students enrolled, 15 students were at risk of losing credit for the school year due to missing the 90% attendance rule. These students, as were students who garnered more than 5 unexcused absences, were invited to our Intersession Attendance camps, run by our CIS (Community in School Liaison), teachers and PE coaches. These S.M.A.R.T. Attendance camps were very successful. In the 2016-17 school year, the attendance clerk and administrator in charge of attendance will monitor attendance weekly to ensure students are in school and teachers will continue to contact parents daily when students are absent. Phone calls will be documented in Eduphoria, an in-house record keeping system.

Strengths in Discipline

Last school year, our student population was steady at about 870 students. We were an overflow campus for the school district and we have a strong military base of students. We welcomed 23% of our overall population, military students. We also welcomed students from neighboring schools as an overflow campus. The campus one of the highest mobility rates in the district. Discipline measures were addressed. Referrals were down and created a sense of safety for all stakeholders, as indicated on student, parent, and staff survey result. As an overflow campus and one that houses many new military students, mobility

can be high and thus the adjustment to change requires counseling and administrative action, as needed. This year our PEIMS data indicates that we had a total of 73 discipline referrals to the office. 75% of those referrals were one time offenses. Of these referrals 10 were repeat offenders.

By providing a strong sense of belonging and enforcing a strong culture that believes in the I am NOT a Bully! philosophy, the campus continues to support anti-bullying activities on campus. Our counseling program continues to create new groups of students that the team works with daily to ensure they are adjusting to any concern posed by the student, the teacher or the parent. Our Breakfast Club, for example, has created many new positive outcomes for our students. These students help to move breakfast items to and from our classrooms daily. These students are students who meet school and classroom initiatives. Next school year, the Community In School coordinator will work hand in hand with our counselors to provide a strong team dedicating to ensuring students are safe and happy at school. Goal setting opportunities for students will begin early this school year. Last school year, the counseling team and administration met with all upper grade students to create goals for success and goals for STAAR. The plan will begin from the onset and will include all grade levels.

Our Olweus Bullying Prevention program kickoff in August helped to create a series of lessons weekly by each teacher, grade kinder through 5.

Our Self-Contained Academic units were dissolved and all students were placed into the general education population where Special Education teachers worked in the classroom. This has created a new culture for our students and safety concerns have become almost 0 to none.

School Culture and Climate Needs

Overall, the school climate surveys indicates Chester Jordan to be safe, clean and supportive. Minor concerns in each area for students, parents and staff follow. Parents lowest score is 3.11, which indicates they feel their children are sometimes not speaking up about concerns on campus. Students lowest score of 3.25 indicates that they have problems finding friends. As an overflow campus, the largest on in the region and with a large military subpopulation, Chester Jordan has a very high mobility rate. Students move in and out frequently. This contributes. Next school year, the counseling and CIS program will create welcoming programs for new students and will create a new military meeting group. The program will consist of a whole group lesson to be provided by the school counselors on the buddy system, taking a tour of the school and meeting buddy mentors. Military students will meet once a month with our CIS to discuss topics that are of interest or are related to student's needs. Staff on campus have adjusted to a new administrative team. The culture has changed and the student population has grown from about 700 students to 1,100 including a new Pre K Hub, which houses 300 Pre K students. The lowest rating on the Climate Survey, now two years old indicates that, 2.40, staff morale is not as high as it is desired. This past school year in our attempt to create a better and overall morale, we infused the theme of Hall of Fame. Teachers and students partook in monthly initiatives. Teachers were selected along with other staff, 5 total, voted on by their peers to be Hall of Famers for the month. Teachers were acknowledged for their accomplishments and provided with a certificates and other awards for their induction. Staff were provided with a Hall of Fame luncheon, monthly and the values of PLC were incorporated into our grade level and staff meetings. Next school year, we will look at 4 Habits of Mind, continuing on with our Hall of Fame for teachers and will begin to incorporate a new theme that will create unity across grade levels, vertically and horizontally. We will continue to review concerns and feedback from grade levels at SIT meetings and will provide open feedback opportunities during grade level PLC Fridays.

Area of Need In Student Attendance

Our goal for the 2016-17 school year will be to ensure that a weekly system will help with the aforementioned PEIMs clerk/ Administrator attendance method for monitoring attendance. Pre K parents will be provided with an Open House opportunity and will be provided at registration with an attendance letter, which is a stipulation of the school district whereby students in this grade level who are not meeting the attendance policies of the district and the state of Texas will follow all state laws and policies. Teachers will endeavor to call parents daily when students are out, specifically those that are out many days. Teachers will also follow the expectation of entering calls made into Eduphoria.

Area of Need in Student Discipline

Our ultimate goal is to reduce the amount of bullying and discipline referrals to zero. We will continue to teach children about being a defender and creating a bully free school. We will use the Olweus Bully Prevention program to support the instruction of bully prevention. In addition, we will use Jordan's Expectations as the guide for all students: BE SAFE, BE RESPONSIBLE, BE RESPECTFUL and BE HUNGRY for KNOWLEDGE. In addition, we will use student survey and parent surveys to create safe zones, safe systems, and areas that will support student's ability to understand the importance of notifying an adult about problems associated with bullying, hitting, cursing, or related. Students overall understand the Olweus purpose and their ability to notify any adult on campus. Real PD session for monitors will be addressed. By addressing bullying issues and working with our counseling team to create whole group, small group, one-on-one counseling opportunities for students and by utilizing a presentation technique by counselors, counselors traveling class to class, as needed, to provide in-classroom presentations, we hope that our discipline counts will slowly diminish.

As we examine our discipline referrals, we see that some of our military students are having difficulty adjusting to the numerous losses and changes that they have experienced. As a result, they exhibit behaviors that reflect their frustration and confusion. Our CIS initiated a student-to-student program where all of our military students meet periodically to work together on projects and military-based topics for students. The program is successful as 1/2 of the students referred to our administrative offices for consequences has been cut in half, overall.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Direction 3- SISD will provide services and benefits to attract, retain, and offer growth opportunities for highly qualified staff.

Our teacher staff has grown considerably over the last school year. With many new faces on campus and larger grade levels, we are proud that our efforts are represented as follows for the 2015-2016 school year:

Grade # of Teachers

Pre K 8

Kinder 5

1st 6

2nd 6

3rd 6

4th 6

5th 6

Co Teachers 4

PPCD 1

Staff Quality, Recruitment, and Retention Strengths

This year we trained and revisited many instructional best practices like Daily 5, Kagan, Guided Math, Guided Reading, Balanced Literacy, Johnny Can Spell, Olweus Bully Prevention, Habits of Mind, The Get Smart Method, Building Academic Vocabulary. We implemented Instructional Rounds district and school-wide with the intention of collecting data and trends with regard to our instructional practices and student engagement. Our underlying goal was to help teachers understand how to engage students in RIGOR while delivering the academic content.

We continue to promote our core values of trust, thinking and teamwork to maintain a high morale and respect to all employees. We strive to maintain an

efficacious professional learning community by facilitating vertical teams, faculty meetings, ½ day trainings, and grade level meetings on a weekly basis. We engage in Cscope studies, professional discourse, and sharing of ideas on a regular basis.

This school year, we will recognize employees with monthly “Actions That Matter” certificates. We celebrate birthdays and strive to recognize all employees regularly in order to maintain a positive learning environment.

Staff Quality, Recruitment, and Retention Needs

Need (Professional Development)

In 2016 a staff in-house survey was administered to provide us with data on what professional development teachers felt that they needed to perform their job adequately. We will use these results to further support our staff. Teachers feel that they continue to need support with:

As mentioned above, teachers feel that they need training in Autism awareness to better-serve the increased student population who currently have an AU coding. It is our understanding that Fort Bliss has a Unit for exceptional families with children with special needs. We have seen an increase of students with special needs enroll in our school. Thus, we need to provide more training to our general education teachers to work effectively with those students and maintain good documentation. Our teachers will need more training in creating intervention and behavior plans for our special students who exhibit inappropriate behaviors.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Direction 2: SISD will increase student performance in all assessed areas to ensure that they are provided the opportunity to graduate college and career ready.

Chester E. Jordan Elementary has become a stronger data-driven campus this 2015-2016 school year. With STAAR data, iStation data, and TCM (math) data in hand, along with all other data garnered this school year, intervention opportunities for students will begin early in the school year. Tutoring, for example, will begin in the 1st 9-week period. We will also have intervention opportunities during the 1st Intersession break of the new school year. The data aforementioned will be the driving force behind these tutorial sessions. Last but not least, students will be provided with common ongoing assessments every 3 weeks to ensure that we are monitoring data at the campus and district level. Pacing then will be a key component next school year.

To assist students last school year, technology purchases utilizing Title I monies helped our entire at-risk sub population of students with campus, district and state goals and objectives. Approximately and between \$16,000 to \$20,000 of these funds were utilized to purchase computer upgrades like 0 Client hardware, creating quicker access to computer programs; projectors for classrooms; and associated parts. Larger monitors were also purchased for all computer labs on campus and computers were reassembled and recycled to ensure that all classrooms have between 4 to 5 computers. As the school year closed, our Technology Committee provided a survey to staff to understand the need in depth of the classroom teacher. We will look at purchasing iPADS, program licenses and computer monitors. COWS (computers on wheels) and modern tablets will be reviewed as well. Classroom computers will be addressed over the next few school years as well.

Our Instructional Leadership Team comprised of of the school Principal, two Assistant Principals, two SCE-Instructional Coaches, two counselors, the school's diagnostician, and the school librarian met on a weekly basis to study and engage in professional discourse about best practices in core subjects, TRS, programs on campus, STAAR data, common assessment data, overall data, and instructional goals of the campus. They shared ideas with their colleagues and implemented instructional practices, which were then shared at weekly teacher Friday Grade level meetings, SIT and after-school meetings

Curriculum, Instruction, and Assessment Strengths

Strengths In Math

Teachers used a variety of instructional strategies to accomplish school goals this past school year. Small group instruction was provided by teachers each day of the school as the school's overall master schedule has strategically built in Intervention opportunities throughout the school day. The after-school SMART Academy initiatives will begin in the 2nd semester, 2015, after first 9 week period, for approximately 45 minutes to 1 hour. Staff Development provided by Creative Math (Kim Sutton) helped teachers to upgrade their practices. Last school year, teachers were provided with Singapore Math training.

According to the STAAR raw scores last school year, Chester Jordan had the largest gain in the school district, overall when compared to other campuses in this district. Our goal to create gains for all students will continue.

TCM Math scores (district math assessment initiative) provides that % of the kindergarten students met the standard for their grade level, % in 1st, % in 2nd, and % in 3rd. At the kindergarten level % of the students scored at the commended level while 8.8% of our 1st graders were commended. In 2nd grade % scored at the commended level and at 3rd grade % scored at the commended level.

Strength In Science

Our science vertical team met each month throughout the year. Grade levels also met every week to discuss science TEKS. Strategies were shared with colleagues and implemented in the science lessons. The science lab was utilized more this school year and was organized to meet the needs of all grade levels.

Strengths In Reading

This year we continued to support a Balanced Literacy approach to teaching reading. Guided Reading techniques infused with Kagan structures provided a strong basis for all teachers to provide efficiency in Daily 5 initiatives, one of which is to provide small group instruction to those students in need. If time allows, we will designate model classes in Kindergarten, 1st, 2nd, 3rd, 4th and 5th grades next school year. Kagan strategies, collaborative in nature, were also implemented this school year. Our i-Station end of year summary reports show that every grade level made gains overall with students making approximately a year's gain.

After analyzing the i-Station end of year reports, we found that kindergarten had an average gain of 1 year, 1st grade had an average gain of 1 year, 2nd grade had an average gain of 1.3, 3rd grade had an average gain of 1 year, and 4th grade had an average year of 1.5. All information and analysis can be found in the needs assessment binder.

Our Instructional Leadership Team will continue to meet weekly next school year. As a new team last school year, much had been done to review data and provide PD to teachers on how to use and read data. The philosophy behind Guided Reading and Balanced Literacy will continue to be utilized this coming school year. C Scope will continue to provide the organization needed for the reading team to move students forward. iSTATION results indicate that there

are gaps and TEKS academies will be used this summer to help teachers analyze their data last school year in an attempt to make needed changes in 2014-2015.

Strength In Writing

Our Language Arts vertical team has met throughout the year to align instruction with the Write from the Beginning rubrics and TEKS to strengthen our school wide writing program and we have implemented instruction from Empowering Writers. We implemented school wide writing prompts and these were analyzed by the Language Arts vertical alignment committee.

After analyzing our last writing prompt, our committee saw strengths at every grade level: In Kindergarten and 1st students are using capital letters and periods. They are maintaining their focus on the topic. In 2nd grade the students are no longer just listing. They are beginning to write more focused paragraphs. Our 3rd graders are writing a more structured piece using graphic organizers to keep them focused. Our 4th graders show the use of good beginnings and conclusions while spelling is improving. Our 5th grade students are staying on topic.

Curriculum, Instruction, and Assessment Needs

Areas Of Need In Math

TEA, as of this update, has not provided scores that are broken out to give us Met Standards information. Scores are only in raw form. But, through campus review and district feedback, Chester Jordan sits right at or just below district average in all grade levels:

5th Grade

4th Grade

3rd Grade

According to only our raw scores, overall, this school-wide content area must be analyzed for weaknesses. What is evident is that intervention opportunities will have to begin early in the school year, after school and PD opportunities for teachers must be provided all year.

Our TCM (Math) scores show that overall, students are meeting standards above district averages at all grade levels. This is a great indicator of vertical alignment and the ability of the campus to move upward and onward. Our data informs us that our students still struggle in specific areas, though as the standards from upper grades were moved down to lower grades. TEKS Academies this summer for each grade level will be data driven and will allow teachers to realize patterns in their last school year's data, patterns they will need to address. Data will also allow us to target individual students.

This coming school year, we will have, once again, many new teacher faces on campus. An increased student enrollment will also be indicators that intervention and PD will be key on our campus for students success. A math vertical alignment team will be formed to meet bi-weekly to discuss math on our campus.

Areas Of Need In Reading

The i-Station end of year report informs us that the 5th grade students only made 2 months gain. They did not log into i-Station on a regular basis according to the reading teacher. Also, i-Station shows one 1st grade teacher to have only 5 months gain in her classroom while all other 1st grade teachers had approximately a year or more gains. We will support this teacher with the necessary tools and models so that she can be successful.

According to the STAAR raw scores, all reading scores were the district average, except for , which sat above the district average. 3rd grade scored an average of %. 4th grade scored an average of %. The 5th grade scored %. As we dug deeper into our data, we saw that our 3rd and 5th grade LEP students scored their monolingual colleagues. This data informs us that we must continue to maintain our LEP students as our priority by providing additional resources and interventions to them.

Area Of Need In Science

According to the STAAR raw scores the average 5th grade science score was 75% which is 5 points below the district average. Our LEP students showed that they struggled with the test scoring below their monolingual colleagues. This data informs us that we need to continue to provide safety nets and intense interventions for those students who struggle with the academic language. We need to build academic vocabulary at every grade level. We will utilize the science lab from Kinder through 5th grades, building a vertical alignment of hands-on experiment engagement, utilizing our school lab 90% more as compared to the last few school years. SCE-I coaches will ensure schedules are created and that the lab is utilized weekly, also ensuring that they work with the school secretary to secure science lab materials that are needed 2 weeks prior to the week they will be used by communicating with the grade level Science chair about TEKS and labs to be used.

Area Of Need In Writing

According to the STAAR raw scores, our 4th grade students' average score is 4. the district average and is the only content area to score than last school year's results. Despite the fact that we focused on writing this year with a monthly and strong overall writing program, Empowering Writers and Writer's Workshop, and displayed students' writing though out the school, our STAAR scores did not meet our expectations.

As we analyze our students' writing, data shows that as a school we are weak in the area of elaboration, word choice (antonyms, synonyms, transitions) and conventions. We will continue to support teachers in the area of writing by creating in-house writing workshops and by endeavoring to seek outside consultation for creating more opportunities for success, always holding all stakeholders accountable for the writing prompts. We will also include 3rd grade teachers in all PD opportunities for 4th Grade teachers.

The initiative is to analyze data to drive home-grown PD sessions that will target grade levels 3 and 4 the first semester of school. A timeline for writing will be created by 4th grade teachers and utilized to meet writing objectives. Last school year, session rotations were utilized to target varied writing objectives for students. The same process will utilized again for Saturday camps, intersession breaks and after school as needed.

Family and Community Involvement

Family and Community Involvement Summary

Direction 4: SISD will promote and support active parent and community engagement in the education process to improve student achievement.

Strength Parent Involvement

With the assistance of our Community in Schools (CIS) Coordinator, we will reach out to our Chester E. Jordan community in many ways. We are truly a community of learners! Our CIS will assist with at-risk students and simultaneously with all parents on campus to ensure that parents are addressed in the areas of military needs, at-risk needs, ELL needs, and that the climate for all parents is positive so that they are able to support all of our new and old initiatives next school year.

Latino Literacy, a program for parents of bilingual parents, was a huge district initiative. It was a huge success to those parents who partook. The 2015-16 school year will be a year where the program will grow. Parent workshops will be offered once a week on various topics that our community has requested and Coffee w/ The LION LEADER will continue, together offering sessions that provide topics like, Creating a Home for Learning, Teaching Common Courtesies, Why my Child Won't Listen to Me!, Temper Tantrums, bully prevention, ADHD, Diabetes prevention, healthy eating habits, STAAR test-taking tips, curriculum sessions and Peer Pressure.

Family and Community Involvement Strengths

Many parents sponsored other after school clubs and activities such as soccer, field and track, cooking, arts and crafts, sign language, and after school tutoring. Our goal as a school community is to nurture the whole child by promoting the academics, leadership and social skills. Our school coaches were instrumental in this initiative, volunteering their time to also coordinate after-school events, like basketball leagues in the varied grade levels. Our goal is to recruit parents after school to offers after school enrichment programs like Karate, Chess, Cooking, Non-native language instruction, arts & crafts and more as needed.

Each 9 weeks we host a Family Night that promotes reading, writing, technology, math, and science. This year we have increased our participation. Next school year at the onset, we will provide a military fair where military parents might stop by to visit booths offering an array of information regarding the local community, SISD and Chester Jordan. The average parent participation each night was approximately 456 compared to 218 last year. The students look forward to this evening as a time to share their knowledge and skills with their classmates by engaging them in games and activities that promote thinking. The parents are very supportive of our family nights. The same night offers parents the opportunity to honor their Terrific Kids. The evening is also used to bring together our community through events like our first-ever Parent/Child School Dance and Movie w/ Pancakes Night.

Every 9 weeks, next school year, we will endeavor to host parents at our "Latte With the Lion's Leader" where the principal will update parents on school-wide events and provide an opportunity for PD such as STAAR. Counselor's and key Instructional Leadership Team members will be an integral part of this overall campaign. Our goal is to provide parents with information and strategies that will help them to teach their children so that they can use them at home to promote thinking. Our hope is to begin the school year 2016-17 with an Oweus Kick off event like a UTEP football game and end with one like a UTEP Basketball game. Along the way, we would like to offer family nights on campus that include a Terrific Kids ceremony, Math/Science/Writing/Reading activities and a themed dinner to help raise monies for the campus that will give back to our students in the form of a Marquee, playground equipment and more. We will also look at off campus family night opportunities at Peter Piper, Chic Fil A, and other local PIE places.

We recently formed a strong partnership with Fort Bliss and their green team who worked closely with our students to create our science garden and assisted us with learning about various aspects of gardening such as the benefits of a compost pile. Through our combined efforts, Ft. Bliss representatives nominated us for the State of Texas Environmental Excellence award where Chester E. Jordan placed first in state in our given category. A group of students and their parents went to Austin to receive the award in May. The 2013-14 school year will offer a stronger tie to Ft. Bliss as we have partnered with the 31st CSH. Our 31st CSH has been quite visible attending and supporting most events on campus during and after school.

We continue to maintain a strong partnership with the University of Texas at El Paso (UTEP). In years past we hosted many interns and hope to host many more in the 16-17 school year. This partnership is extremely valuable to our entire community. We are committed to nurturing and supporting our UTEP students in order to produce highly qualified teachers that will soon work for the Socorro Independent School District. We hope to create a new and added allegiance with UTEP regarding the Olweus anti-bullying program and our green team efforts.

Family and Community Involvement Needs

Need Parent Involvement

With the rapid growth on the east side, we are meeting the needs of our community. Serving as a school which will enroll many military families, our military fair will take place early in the school year in an attempt to provide families with information key to adapting to our school, city and area. Administration will be sure to maintain open communication via newsletters, internet, global connect, flyers, and just by being available. We will continue to reach out to our military families, especially the new ones, since El Paso's culture and climate can be such a drastic change from what they might have previously experienced, we will continue to make every attempt to create a warm and welcoming environment. We will continue to work with our district military liaison to maintain open communication with Fort Bliss and our military families. We will continue to offer regular counseling and other services as needed. We will continue to reach out to parents when their children exhibit academic and social difficulties. Above all, we will continue to promote our core values of trust and teamwork within our school community and respond to any community requests.

Our new CIS will help to coordinate other parent events and will work closely with our new Parent Volunteer Coordinator.

In 2013, we offered our first ever Military Family Night. We hope to make this event bigger and better next school year, again, as we will attempt to offer the event when we provide our first open house of the school year.

School Context and Organization

School Context and Organization Summary

Chester Jordan Elementary is an overflow campus for the Pebble Hills Feeder Pattern and the largest in the school district. As an example of mobility, one 5th grade teacher experienced transitioning 25 students in and out of her classroom in one school year. The school has a strong military subpopulation, about 25% of the overall student population. The school is also a Pre K hub for the feeder pattern, housing 300 students for AM and Pre K sessions. Chester Jordan is also a campus that follows the STETSON model for inclusion, which means that all students begin in the general education classroom and teachers both regular education and special education move from class to class to accommodate these students in their classrooms. The campus is a LEED Silver Certified Green campus, the only one in the region. The school houses close to 1,100 students with a high subpopulation of special education students and Language English Proficient (LEP) students. Taking all of the factors into account, the campus is unique. A few structures in place to provide support are the following:

STETSON Model for Special Education SubPopulations

A school-wide master schedule is utilized to interlink every program on campus

Tier II intervention time frames are built into every reading and math block on the master schedule

SMART Academy intervention for students during school, after school, Saturday and during Intersessions is in place

PBIS structures are beginning year 2 at Chester Jordan

A Green Team supports and upholds the integrity of our Green endeavors

We are launching PLTW initiatives this year to provide STEM initiatives to students

PLC Fridays

Robotics camps are offered periodically throughout the school year

Chess initiatives will be offered this school year

In a nutshell, these are but some of the overarching initiatives that will provide the strong launch board for the 2016-17 school year for all.

School Context and Organization Strengths

Chester Jordan's Master Schedule is the glue that holds it all together. Grade level schedules, PE schedules, lab schedules, library time and everything we do revolves around PE and this particular schedule. All associated schedules, TIA, SCE-I, library, science lab, station lab and all other schedules are then built in. The schedule also provides for Tier II time at reading and math (30 minutes above the required block time) for specific intervention. Duty schedules are in place for before school and lunch time frames. Teachers take turns, weekly, being on duty from 7:20 am to 7:40 am. All support team members and administrators are on duty as well. Lunch schedules provide time to eat and to go outside. Schedules for lunch are built so that upper grade and lower grade students go to lunch staggered after each other so that when they are outside, they are monitored in different areas on the school ground area, benefiting discipline issues at lunch. Fridays are scheduled to support teachers for PLC data dig/ planning sessions. Mondays offer the Instructional Leadership team time to meet and discuss the initiatives of the campus on a weekly basis, which is then provided to PLCS, SIT and Faculty meeting stakeholders. The SMART Academy offer enrichment and intervention opportunities for students during school, after school, on Saturdays and during Intercession breaks. The SIT committee meets once a month and is comprised of teachers and campus personnel to include a district representative, parent and community member. Through SIT, departments, grade levels and staff collaborate and provide feedback on highlights, events or even concerns. The CIP is monitored through this committee and evaluated. A data room is provided to teachers and staff to highlight patterns of strengths and weaknesses in varied areas and is interactive so that teachers and staff are able to move data, review and react to data. The goals of the campus next school year will be:

- 1) To infuse College and Career awareness
- 2) To infuse Technology to its fullest in the classrooms and via PD to teachers and staff and by providing the necessary hardware and software
- 3) To provide a basis for PBIS to flourish on campus
- 4) To create an awareness for CHESS, a game that has been researched to support thinking, collaboration and sportsmanship
- 5) To create strong programs that revolve around each of the content areas, especially writing and science, areas tested in 4th in 5th

School Context and Organization Needs

In a nutshell, the goals listed previously are truly the areas of need on our campus:

- 1) To infuse College and Career awareness
- 2) To infuse Technology to its fullest in the classrooms and via PD to teachers and staff and by providing the necessary hardware and software
- 3) To provide a basis for PBIS to flourish on campus

4) To create an awareness for CHESS, a game that has been researched to support thinking, collaboration and sportsmanship

5) To create strong programs that revolve around each othe content areas, specicially writing and science, areas tested in 4th in 5th

Through Instructional Leadership, SIT, PLC meetings, we hope to move these goals forward so that more students succeed.

Technology

Technology Summary

Chester Jordan has three computer labs for student use. The labs were recently upgraded, completely, for students to include brand new 0 Client computers with 19 inch monitors and new mouse and keyboards for every computer in the 3 labs. The labs also contain an IWB to have students interact with the lessons. Beyond the labs, salvaged computers from our computer labs were moved to classrooms. Where two coputers existed in many classes, now all classrooms are equipped with at least 4 desktop computers per classroom. All classrooms are equipped with IVEPO projectors. The district Instructional Officer for Technology, Ms. Denisa Morales, provides support to teachers, staff and students. She works with grade levels to provide support during PLCs and PD, per request. Overall, the technology upgrades have provided students with user-friendly technology-based learning environments.

Technology Strengths

Chester Jordan's Technology Committee this school year inventoried all iPADS, laptops and other mobile technology and utilized a check in/ out system to provide technology to teachers and students.

Our overall state STAR results for the campus indicate that we are moving in the right direction. We have an overall rating of ADVANCED

Professional Development opportunities were provided to teachers by our Technology Committee and by our Feeder Patter Instructional Specialist to include training on EdMODO, iStation and other programs that support blended learning in the classroom.

Technology Needs

The goal for the 2016-17 school year, now that all labs are upgraded is to purchase more items for classroom instruction to include iPADs, laptops, IWBs, projectors, scanners, printers and other as needed. The Technology Committee provided a survey to our campus team and will use this to work with administration and SIT to purchase the needed items with TITLE I funds. Finally, we will look to upgrade our printers on campus by purchasing printer/copier hubs, one for each hallways. All old printers will be put away and recycled on campus.

Front office technology must be upgraded for our school nurse, counselors, PEIMs clerks, administration and other offices as needed. The goal will be to begin phasing out all old desktops and upgrades to come soon.

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-2017 school year, Chester E. Jordan Elementary will implement the Emergency Operation Plan, updated from 2015-16 to ensure that 100% of its stakeholders are aware of our safety goals and objectives in 2016-17 utilizing school surveys, parent meetings and garnering feedback from our stakeholders at family events.

Evaluation Data Source(s) 1: A critical response team survey will be created and provided to our stakeholders if one is not provided by the school district by September 30th, 2015 with the goal being to meet all critical response objectives 5% over last year's goals.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) The Chester E. Jordan Critical Emergency Response Team will update the Emergency Operation Plan, which will outline the overall safety plan for the 2016-17 school year.</p>	2, 6, 9, 10	Administration, Counselors, SCE-I Coach, Librarian, Teachers, Nurse, CIS Liaison, Cafeteria Manager, Head Custodian, School Secretary	Safety Drill Documentation School District Safety Audit Documentation Minutes from Critical Response Team Meetings Communication via Newsletters, Web Site, Flyers Safety Lesson Plans and student sign-in sheets	✔	✔	✔
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) School Community in School/ Parent Liaison will conduct safety meetings for Parents on a mostly basis to ensure our parents are aware of safety protocol at school and for events during and after school to Coffee with the Principal Meetings that serve the same purpose.</p>	2, 10	CIS/ Parent Liaison, Administration, Counselors, SCE-I Coach	Drill Efficiency (Fire Drill Evacuation within 2 minutes) District Feedback			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Maintain an effective relationship with local police, fire, health, and emergency services to include our military partners in education. Military team will continue to help with morning traffic duties and events throughout the school year.</p>	1, 2, 9, 10	administration, CIS, counselors	Monthly or semester meetings with teams			

<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Teachers and staff will be on duty before school begins and after school.</p>	1, 2	Administration Support Staff Coaches Teachers	Survey feedback			
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>5) The WATCH Dog Program will continue at Chester Jordan. The program provides the opportunity for fathers and father figures to volunteer on campus to help with safety initiatives.</p>	1, 2	Administration Counselors	Survey Feedback			
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, Chester E. Jordan Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios. .

Evaluation Data Source(s) 2: A school or district safety survey will be conducted the 2nd semester of 2016-17 school year to provide feedback on our goal to meet 100% of all safety requirements.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Teachers will be provided with lesson plans regarding safety drills to be presented to students within a time frame and with a given deadline.</p>	1, 2, 9, 10	teachers	Timed drills will be under the required time (i.e., 2 minute max evacuation during a fire drill). District Safety Audits			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) The campus will utilize the revised Emergency Operation Plan for the 2015-16 school year, which includes drill information.</p>	1, 2, 9, 10	teachers, administration, counselors	District Safety Audits			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) School cameras will continue to be utilized daily by our front office team.</p>	1, 2, 9, 10	administration, front office staff	continue to pass district safety audits and campus drills			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						












Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, the total number of disciplinary incidents at Chester E. Jordan Elementary will decrease by 5% from 73 to 50 maximum referrals for the school year, those considered level 2 and 3.

Evaluation Data Source(s) 3: District generated reports will be provided to staff to evaluate the 2nd semester of 2016-17 school year in our attempts to meet a 5% decrease of disciplinary incidents over last year's results.

Summative Evaluation 3: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Students will be provided with a comprehensive school- wide behavior management program (PBIS) that will ensure instructional time is not spent addressing disruptive behavior issues, incorporating Jordan's overarching 3 expectations: Be Safe, Be Responsible and Be Respectful and Be Hungry for Knowledge. Paper, ink, print shop and other needed resources will be utilized. Teachers will be provided training opportunity to implement this school wide objective.</p>	1, 2, 9, 10	teachers, counselors, administration, all staff	Student discipline reports ARMs Eduphoria			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Police Services will be invited to offer 5th grade students the D.A.R.E. program. Snacks will be provided if needed and paper/ink will be utilized. Other resources will be identified as the school year progresses.</p>	1, 2, 9, 10	CIS, counselors, teachers, administration	student discipline reports			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Teachers will maintain a discipline plan in the classroom, which will include the expectations, consequences, rewards, utilization of 4-quadrant approach to referral, system for notifying parents and Eduphoria documentation. Teachers will also contact parents before sending students to office after conducting their own investigation. Coaches will oversee all such matters at PE and update teachers. Administrators will address all final referrals.</p>	1, 2, 3, 6, 8, 9, 10	teachers	student referral by teacher, by grade level data will show a decrease			

<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Counselors will ensure ASCA model incorporates whole, small group and one-on-one counseling opportunities and presentations that coincides with grade level needs.</p>	<p>1, 2, 8, 9, 10</p>	<p>counselors</p>	<p>student discipline reports</p>			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) Coaches will provide weekly and/or daily lessons regarding discipline, used with a reward system. Paper, ink, supplies, as needed will be identified.</p>	<p>1, 2, 3, 6, 8, 9, 10</p>	<p>coaching staff</p>	<p>student discipline rates by month bully assessment data</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: For the 2016-2017 school year, Chester E. Jordan Elementary will improve its student state assessment scores in Reading, grades 3, 4 and 5 combined, by 10% over and as compared to the 2015-2016 state assessment scores from 85% to 94%.

Evaluation Data Source(s) 1: Final STAAR, iStation and Milestone scores for the 2016-17 will increase by at least 10% over last year's end of year results.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutorials in reading on Saturdays, after school, and during intersession for all students who are at risk of failing	1, 2, 4, 5, 8, 9	teachers, administration, ILT, SCE-I Coach	RTI baseline data, IStation, benchmarks results			
Funding Sources: 211 - Title I, Part A - \$30,000.00						
2) Provide a comprehensive intervention plan (SMART Mini Academy) daily during school using temporary instructional Aides, At-Risk Aide, counselors, instructional coaches, librarian, PE coaches and Library Aide to provide small group instruction to students who exhibit academic difficulty and to ensure that they will be successful on the STAAR and they also provide help with Kinder through 2nd grade I Station intervention to prepare for upper grades. Intervention will target students who were Tier III, Tier II or students who did not meet expectations on STAAR in 2015-16. Program will begin a few weeks after the school year begins 2015-17.	1, 2, 3, 4, 8, 9, 10	teachers, administration, ILT, SCE-I Coach	Improved student performance according to MOY benchmarks, weekly assessments, MBSP progress monitoring			
Funding Sources: 211 - Title I, Part A - \$0.00						
3) Purchase additional reading materials to include dictionaries to ensure that the Balanced Literacy approach to teaching reading is fully supported with rich literature for guided reading, read alouds, and independent reading so that all students to include our Special Education subpopulation are successful on STAAR, iSTATION and formal and informal assessments. Materials may be used also for STAAR testing. This includes the purchase of library books for our library and the resource Every Day Reading.	1, 2, 3, 4, 9, 10	administration, ILT, secretary	Data from benchmarks, i-Station, weekly tests, lexia, TELPAS will all show improvement in student scores			
Funding Sources: 211 - Title I, Part A - \$30,000.00						

4) Provide 2 curriculum coaches to work with at-risk students, students in general education and to ensure that teachers have the instructional skills to meet the needs of the students by providing in-class support, and small group or one-on-one intervention	1, 2, 3, 4, 9, 10	administration, SCE-I Coach	Increased scores in all content areas on benchmarks, C-Scope assessments and weekly assessments, and classroom walk throughs by SCE-I coaches and administration will show that teachers are meeting expectations			
Funding Sources: 199 - General Fund: SCE - \$110,000.00						
5) Provide student educational field trips aligned to the TEKS that afford students opportunities and experiences that are an extension of the classroom and address college and career readiness (i.e., Field trips to locations in our city, region that allow students to create hands-on, engaging, connections to state TEKS, for example a field trip to Cattlemans where students will understand the animal and plant traits in this region as they pertain to state objectives) or to local museums, the airport, UTEP, and specific movies that create connections between objectives for TRS purposes.	1, 2, 3, 9, 10	administration, teachers, secretary	Increased student performance from beginning of year to MOY benchmarks, weekly assessments, and grades			
Funding Sources: 211 - Title I, Part A - \$3,000.00						
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> 6) Provide AVID as the structure for our students to help prepare them for college and career opportunities early in their educational lives. This will be year 1.	1, 2, 3, 9, 10	AVIS Site Team	Agendas will provide evidence that students are working towards goal 1, year 1 to become organized and accountable for their own learning.			
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3</p> 7) Acquire resources for students like IWB stylus pens, printers, scanners, projector bulbs, Interactive Support Projectors, In focus projectors, ipads, laptops, computers and other forms of technology to ensure that students are being supported with technology.	2, 3, 5, 8, 9	Teachers SCE-I Coaches	Student projects and assignments will all lead to student data progress.			
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						









Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: For the 2016-2017 school year, Chester E. Jordan Elementary will improve its student state assessment scores and district Writing by 10% over and as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 2: Final STAAR, iStation and Milestone scores for the 2016-17 school year will increase by at least 10%.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutorials in reading on Saturdays, after school, and during intersession for all students who are at risk of failing	1, 2, 4, 5, 8, 9	teachers, administration, ILT, SCE-I Coach	RTI baseline data, IStation, benchmarks results			
				Funding Sources: 211 - Title I, Part A - \$30,000.00		
2) Provide a comprehensive intervention plan (SMART Mini Academy) daily during school using temporary instructional Aides, At-Risk Aide, counselors, instructional coaches, librarian, PE coaches and Library Aide to provide small group instruction to students who exhibit academic difficulty and to ensure that they will be successful on the STAAR and they also provide help with Kinder through 2nd grade I Station intervention to prepare for upper grades. Intervention will target students who were Tier III, Tier II or students who did not meet expectations on STAAR in 2015-16. Program will begin a few weeks after the school year begins 2015-17.	1, 2, 3, 4, 8, 9, 10	teachers, administration, ILT, SCE-I Coach	Improved student performance according to MOY benchmarks, weekly assessments, MBSP progress monitoring			
				Funding Sources: 211 - Title I, Part A - \$0.00		
3) Purchase additional reading materials to include dictionaries to ensure that the Balanced Literacy approach to teaching reading is fully supported with rich literature for guided reading, read alouds, and independent reading so that all students to include our Special Education subpopulation are successful on STAAR, iSTATION and formal and informal assessments. Materials may be used also for STAAR testing.	1, 2, 3, 4, 9, 10	administration, ILT, secretary	Data from benchmarks, i-Station, weekly tests, lexia, TELPAS will all show improvement in student scores			
				Funding Sources: 211 - Title I, Part A - \$30,000.00		
4) Provide 2 curriculum coaches to work with at-risk students, students in general education and to ensure that teachers have the instructional skills to meet the needs of the students by providing in-class support, and small group or one-on-one intervention	1, 2, 3, 4, 9, 10	administration, SCE-I Coach	Increased scores in all content areas on benchmarks, C-Scope assessments and weekly assessments, and classroom walk throughs by SCE-I coaches and administration will show that teachers are meeting expectations			
				Funding Sources: 199 - General Fund: SCE - \$0.00		

<p>5) Provide student educational field trips aligned to the TEKS that afford students opportunities and experiences that are an extension of the classroom and address college and career readiness (i.e., Field trips to locations in our city, region that allow students to create hands-on, engaging, connections to state TEKS, for example a field trip to Cattleman's where students will understand the animal and plant traits in this region as they pertain to state objectives) or to local museums, the airport, UTEP, and specific movies that create connections between objectives for TRS purposes.</p>	<p>1, 2, 3, 9, 10</p>	<p>administration, teachers, secretary</p>	<p>Increased student performance from beginning of year to MOY benchmarks, weekly assessments, and grades</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: For the 2016-2017 school year, Chester E. Jordan Elementary will improve its student state assessment scores in Math by 10% over and as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 3: STAAR scores at the end of the school year 2016-17 and TCM Scores at the end of the year 2016-17 will show an increase of 10% over the school year prior results.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutorials in reading on Saturdays, after school, and during intersession for all students who are at risk of failing	1, 2, 4, 5, 8, 9	teachers, administration, ILT, SCE-I Coach	RTI baseline data, IStation, benchmarks results			
2) Provide a comprehensive intervention plan (SMART Mini Academy) daily during school using temporary instructional Aides, At-Risk Aide, counselors, instructional coaches, librarian, PE coaches and Library Aide to provide small group instruction to students who exhibit academic difficulty and to ensure that they will be successful on the STAAR and they also provide help with Kinder through 2nd grade I Station intervention to prepare for upper grades. Intervention will target students who were Tier III, Tier II or students who did not meet expectations on STAAR in 2015-16. Program will begin a few weeks after the school year begins 2015-17.	1, 2, 3, 4, 8, 9, 10	teachers, administration, ILT, SCE-I Coach	Improved student performance according to MOY benchmarks, weekly assessments, MBSP progress monitoring			
3) Purchase additional math materials to include Fast Focus and Count Down to Math to support students. guided math strategies, station activities and student collaboration. So that all students to include our Special Education subpopulation are successful on STAAR, iSTATION, TTM and formal and informal assessments. Materials may be used also for STAAR testing.	1, 2, 3, 4, 9, 10	administration, ILT, secretary	Data from benchmarks, i-Station, weekly tests, lexia, TELPAS will all show improvement in student scores			
4) Provide 2 curriculum coaches to work with at-risk students, students in general education and to ensure that teachers have the instructional skills to meet the needs of the students by providing in-class support, and small group or one-on-one intervention	1, 2, 3, 4, 9, 10	administration, SCE-I Coach	Increased scores in all content areas on benchmarks, C-Scope assessments and weekly assessments, and classroom walk throughs by SCE-I coaches and administration will show that teachers are meeting expectations			

<p>5) Provide student educational field trips aligned to the TEKS that afford students opportunities and experiences that are an extension of the classroom and address college and career readiness (i.e., Field trips to locations in our city, region that allow students to create hands-on, engaging, connections to state TEKS, for example a field trip to Cattleman's where students will understand the animal and plant traits in this region as they pertain to state objectives) or to local museums, the airport, UTEP, and specific movies that create connections between objectives for TRS purposes.</p>	<p>1, 2, 3, 9, 10</p>	<p>administration, teachers, secretary</p>	<p>Increased student performance from beginning of year to MOY benchmarks, weekly assessments, and grades</p>			
<p>Funding Sources: 211 - Title I, Part A - \$3,000.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: For the 2016-2017 school year, Chester E. Jordan Elementary will improve its student state assessment scores in Science by 10% over and as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 4: STAAR Scores and 9 week's checkpoints will increase by 10% in the 2016-17 school year over the year prior.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutorials in reading on Saturdays, after school, and during intersession for all students who are at risk of failing	1, 2, 4, 5, 8, 9	teachers, administration, ILT, SCE-I Coach	RTI baseline data, IStation, benchmarks results			
2) Provide a comprehensive intervention plan (SMART Mini Academy) daily during school using temporary instructional Aides, At-Risk Aide, counselors, instructional coaches, librarian, PE coaches and Library Aide to provide small group instruction to students who exhibit academic difficulty and to ensure that they will be successful on the STAAR and they also provide help with Kinder through 2nd grade I Station intervention to prepare for upper grades. Intervention will target students who were Tier III, Tier II or students who did not meet expectations on STAAR in 2015-16. Program will begin a few weeks after the school year begins 2015-17.	1, 2, 3, 4, 8, 9, 10	teachers, administration, ILT, SCE-I Coach	Improved student performance according to MOY benchmarks, weekly assessments, MBSP progress monitoring			
3) Purchase additional reading materials to include dictionaries to ensure that the Balanced Literacy approach to teaching reading is fully supported with rich literature for guided reading, read alouds, and independent reading so that all students to include our Special Education subpopulation are successful on STAAR, iSTATION and formal and informal assessments. Materials may be used also for STAAR testing.	1, 2, 3, 4, 9, 10	administration, ILT, secretary	Data from benchmarks, i-Station, weekly tests, lexia, TELPAS will all show improvement in student scores			
4) Provide 2 curriculum coaches to work with at-risk students, students in general education and to ensure that teachers have the instructional skills to meet the needs of the students by providing in-class support, and small group or one-on-one intervention	1, 2, 3, 4, 9, 10	administration, SCE-I Coach	Increased scores in all content areas on benchmarks, C-Scope assessments and weekly assessments, and classroom walk throughs by SCE-I coaches and administration will show that teachers are meeting expectations			

<p>5) Provide student educational field trips aligned to the TEKS that afford students opportunities and experiences that are an extension of the classroom and address college and career readiness (i.e., Field trips to locations in our city, region that allow students to create hands-on, engaging, connections to state TEKS, for example a field trip to Cattleman's where students will understand the animal and plant traits in this region as they pertain to state objectives) or to local museums, the airport, UTEP, and specific movies that create connections between objectives for TRS purposes.</p>	<p>1, 2, 3, 9, 10</p>	<p>administration, teachers, secretary</p>	<p>Increased student performance from beginning of year to MOY benchmarks, weekly assessments, and grades</p>			
<p>Funding Sources: 211 - Title I, Part A - \$3,000.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: For the 2016-17 school year, school counselors and CIS will utilize monthly meetings for military students to address the needs of 100% of new military students and overflow students transitioning to Chester Jordan, where counselors will meet with student on their first day, follow up the first week and ensure a buddy system is in place and where CIS will meet monthly with students.

Evaluation Data Source(s) 5: Student surveys will provide a decrease of 10% of student referrals for the 2016-17 school year as compared to the year prior results.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) Counselors and CIS will create a military group that meets once a month. The military group will collaborate, take field trips and work on projects related to their special needs.</p>	1, 2, 8, 9	Counselors CIS Administration	Discipline referrals Student academic reports			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Counselors and CIS will work with administration and our PEIMs team to ensure that every student new to Chester Jordan is provided with 1) tour of the school 2) counseling session on the first day of school 3) buddy 4) follow counseling check in sessions</p>	1, 2, 8, 9	Counselors CIS PEIMs	Student surveys Discipline referrals Student academic records			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2016-2017 school year, the number of teachers that demonstrate increased instructional effectiveness as measured by Eduphoria walkthroughs will increase by 5%.

Evaluation Data Source(s) 1: T-Tess Teacher Evaluations and Walk through data will present an increase of 10% of student data in STAAR, iStation, TCM and milestone data from year 2015-16.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective














Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will continue to be provided with at least 5 walkthroughs per week. Teachers on PDAS and new teachers will be provided with more opportunity for feedback.	1, 2, 5, 8, 9, 10	Administration Teachers	Student data from STAAR, iStation, TCM, Milestones, Benchmarks and Checkpoints will show gains and teacher practices in the classroom will become more efficient targeting students needs via walk throughs and final T-Tess evaluations.			
2) T-Tess walkthrough feedback will be provided to teachers and incorporated into data discussions as teachers request or at administrative discretion in an attempt to discuss the glows and grows in the classroom observation and with overall ongoing data.	1, 2, 3, 8, 9, 10	Administration Teachers	Student data from STAAR, iStation, TCM, Milestones, Benchmarks and Checkpoints will show gains and teacher practices in the classroom will become more efficient targeting students needs via walk throughs and final T-Tess evaluations.			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: During the 2016-2017 school year, Chester E. Jordan Elementary will increase the number of professional development opportunities offered to employees by 5-10% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 2: Assessment data on campus for math, science, writing, and reading will increase by 10% from 2015-16 to 2016-17.

Summative Evaluation 2: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The campus SCE-I Coach and the administrative team will work together to continue to provide PD sessions to teachers all school year (Guided Math, Guided Reading, Writer's Workshop, etc.). Sessions will also incorporate home-grown needs and data inclusion. Staff will also be sent to Professional Development session off campus.	1, 2, 3, 4, 5, 8, 9, 10	SCE-I coach Administration Teachers ILT	Student data from STAAR, I Station, TCM, Milestones, Benchmarks and Checkpoints will show gains and teacher practices in the classroom will become more efficient targeting students needs via walk throughs and final T-Tess evaluations.			
2) Teachers will provide PD session for teachers on campus.	1, 2, 3, 4, 5, 8, 9, 10	SCE-I coach Administration Teachers ILT	Student data from STAAR, I Station, TCM, Milestones, Benchmarks and Checkpoints will show gains and teacher practices in the classroom will become more efficient targeting students needs via walk throughs and final T-Tess evaluations.			
3) The Mentor Teacher will be provided to each new teacher on campus along with a district and/or mentor system. The end results is that teachers will have teachers to refer to all school year for learning.	1, 2, 3, 4, 5, 8, 9, 10	SCE-I coach Administration Teachers ILT	Student data from STAAR, I Station, TCM, Milestones, Benchmarks and Checkpoints will show gains and teacher practices in the classroom will become more efficient targeting students needs via walk throughs and final T-Tess evaluations.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2016-2017 school year, Chester E. Jordan Elementary will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training and classroom use, creating a 10% gain in assessment data for STAAR, overall, in Math, Reading, Science and Writing.

Evaluation Data Source(s) 3: Inventory logs and classroom walk throughs will provide evidence to a 10% increase in needed resources.

Summative Evaluation 3: Exceeded Performance Objective








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Chester E. Jordan met all Safeguard initiatives, but will continue to work on all subpopulation data programs to ensure that we continue to meet them. Mentoring Minds, Measuring UP, STAAR Ready, Lone STAR, Guided Math, Guided Reading, Writer's Workshop, Science STEM materials, site licenses, and other programs will be purchased this school year and the campus will reference past purchases to ensure more success.	1, 2, 3, 4, 8, 9, 10	Administration SCE-I coach ILT SIT	Classroom walk throughs will provide data needed to show teachers have upgraded their own teaching practices due in part to the resources utilized on campus to move students forward.			
	Funding Sources: 211 - Title I, Part A - \$40,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2016-2017 school year, the number of teachers at Chester E. Jordan Elementary certified in Bilingual Education, English as a Second Language, and/or Special Education will increase by at least 1%.

Evaluation Data Source(s) 4: Teachers will be provided with updates regarding an opportunity to garner bilingual certification, increasing bilingual certified teachers on campus by 1%.

Summative Evaluation 4: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All teachers will continue to be provided with the opportunity to become bilingual certified or special education certified. Many teachers on the campus are already.	1, 2, 3, 4, 9, 10	Administration Teachers SCE-I coach ILT SIT	More teachers on campus will have bilingual education and special education certifications, which means we will be able to provide more for students with the versatility this offers our diverse and unique overflow campus.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: For the 2016-2017 school year, Chester E. Jordan Elementary will increase the number of notifications, sent via newsletters, Black Board Connect, email, etc. to parents, business, and community members by 5-10% to communicate efficiently to all stakeholders.

Evaluation Data Source(s) 1: Summative survey and/or parent feedback documented throughout the school year will showcase a 5-10% gain in parent notifications via School Messenger and Eduphoria.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administration, with help from our support team, counselors and CIS liaison, will continue to provide: monthly newsletters, flyers home to parents, web site updates, School Messenger over-the-phone updates and teacher-prepared notes to parents via daily call-home attendance calls, etc on a weekly and/or monthly basis.	1, 2, 6, 9, 10	Administration SCE-I Coach Counselors CIS Teachers ILT	Parent Feedback verbally, in the front office on feedback forms and via surveys provided.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: By the end of the 2016-2017 school year, Chester E. Jordan Elementary will increase, by 5 over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 2: End of year surveys will be used to understand feedback from Partner's In Education in an attempt to increase PIE participation by 5% regarding campus activities.

Summative Evaluation 2: Exceeded Performance Objective










Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The Community in School/ Parent Liaison and School Counselors will utilize a Year-at-a-glance calendar and meet with the Instructional Leadership Team as needed to organize Partners In Education meetings and needs for the campus.	1, 2, 9, 10	CIS Parent Liaison Counselors ILT	Surveys will be provided by CIS to garner feedback and create modifications as needed.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: For the 2016-2017 school year, Chester E. Jordan Elementary will have a minimum of 5 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 3: End of year surveys will be provided to 100% of our parent population.

Summative Evaluation 3: Met Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administrative Services will be asked to provide customer service training to our office staff team at least once a 9-week period or as needed.	1, 2, 6, 10	Secretary Officer Clerk PEIMs clerk CIS/ Parent Liaison	Parent Feedback/ Concern Forms			
				Funding Sources: 211 - Title I, Part A - \$0.00		
2) Front office staff will be given videos, articles or items to review per 9-week period or as needed to view and report on. Meeting with team will provide opportunity to discuss findings and to better support our customer service initiatives, safety protocols and front office protocols.	1, 6, 9, 10	Secretary Front office clerk PEIMs clerk CIS/ Parent Liaison	Employee Evaluations will provide feedback on success initiatives.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: During the 2016-2017 school year, Chester E. Jordan Elementary will increase the number of collaborative educational involvement activities and events for parents and community members by 5% as compared to the 2015-2016 school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 4: Parent sign in sheets will be provided to 100% of our parents.

Summative Evaluation 4: Exceeded Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Family Nights, community events and promotions of school and SISD opportunities will continue to be offered at least one a 9-week period. Beyond Terrific Kids ceremony, the night event will offer booths specific to content area (i.e., writing night, math night) and will be run each time by specific grade levels. The event will also offer side events like Scholastic Book Fairs and fund-raiser dinners. Endless Opportunities will be promoted and items purchased to promote this.	1, 2, 6, 9, 10	Teachers SCE-I coach Counselors PE coaches Administration	Surveys will be used to show success.			
Critical Success Factors CSF 3 CSF 5 CSF 6 2) Parent sessions will be offered by CIS throughout school year and will offer snacks and other associated to parents when they are on campus for meetings or sessions.	1, 2, 6, 9, 10	CIS Coordinator	Surveys Sign In Sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 5: During the 2016-17 school year, Chester Jordan will provide a transition plan for students entering Pre K to 100% of our Pre K students.

Evaluation Data Source(s) 5: Counselor qualitative and quantitative data will be available to assist 100% of this students population.

Summative Evaluation 5: Exceeded Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) A school counselor will provide first day of school intervention to students and parents in support of the transition into school.</p>	1, 2, 4, 6, 7, 8	Counselors Administration Teachers ILTeam	Students referred to school counselor regarding transition concerns into the program will decrease by 50% by the end of the 1st semester 2016.	✓	✓	✓
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) An Open House specific to Pre K students and parents will be provided at most one week prior to the first day of school.</p>	1, 2, 4, 6, 7, 8, 10	Administration ILTeam Counselors Teachers	Students referred to school counselors or administrative team regarding transitional concerns will decrease by 50% by the end of the 1st semester as evidenced by referral documentation.	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2016-2017 school year, 60% or more of all students in all subgroups at Chester E. Jordan Elementary will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: STAAR summary reports, TAPR and PBMAS reports will be used by 100% of our teaching staff to understand the successes.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective











Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) For the 2015-2016 school year, 80% or more of all students in all subgroups at Chester E. Jordan Elementary will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.	1, 2, 3, 6, 8, 9, 10	Administration SCE-I coach ILT Teachers	PBMAS Report TPR Report STAAR Reports TELPAS Reports iStation Reports TCM Reports Milestones Reports			
				Funding Sources: 211 - Title I, Part A - \$4,000.00		
2) Friday PLC data dig and planning days will continue on campus, where teachers will work as a team in a PLC environment to discuss lesson plans, data, and other grade level initiatives in an attempt to help more students attain success in all they attempt.	1, 2, 3, 8, 9, 10	SCE-I coach Administration Teachers ILT	PBMAS Report TPR Report STAAR Reports TELPAS Reports iStation Reports TCM Reports Milestones Reports			
				Funding Sources: 211 - Title I, Part A - \$4,000.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2016-2017 school year, 100% of Chester E. Jordan Elementary teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: Students sign in sheets, teacher sign in sheets and data from each student will be provided to 100% of our faculty.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide tutorials in reading, math, science and writing on Saturdays, after school, and during intersession for all students who are at risk of failing.	1, 2, 3, 4, 5, 8, 9, 10	Teachers SCE-I Coaches At-risk Aides Bilingual TIAs	PBMAS Report TPR Report STAAR Reports TELPAS Reports iStation Reports TCM Reports Milestones Reports			
Funding Sources: 211 - Title I, Part A - \$65,000.00						
2) Provide a comprehensive intervention plan (SMART Mini Academy) daily during school using temporary instructional Aides, At-Risk Aide, counselors, instructional coaches, librarian, PE coaches and Library Aide to provide small group instruction to students who exhibit academic difficulty and to ensure that they will be successful on the STAAR and they also provide help with Kinder through 2nd grade I Station intervention to prepare for upper grades. Intervention will target students who were Tier III, Tier II or students who did not meet expectations on STAAR in 2013-14. Program will begin a few weeks after the school year begins 2014-15.	1, 2, 3, 4, 5, 8, 9, 10	Administration SCE-I coach At-risk aides Counselors PE coaches Library aide Librarian TIAs Teachers	District benchmarks District CheckPoints Campus Formative Assessments			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: During the 2016-2017 school year, Chester E. Jordan administrators will schedule at least 1 data feedback session(s), per 9-week period with Curriculum and Instruction personnel, those in need, to acquire support and resources and will create more opportunities for struggling teachers as deemed necessary.

Evaluation Data Source(s) 3: STAAR scores, data from all instructional areas and walk through observations will be used to gauge and understand an increase of student data in STAAR tested areas of 10%.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers and staff will be provided with data talk form and reflection data sheets at the beginning of the school year in an effort to endeavor to provide at least 1 data talk session for all teachers each 9-week session. Data talk opportunities will grow in frequency, on an as-needed basis, teacher by teacher.	1, 2, 4, 5, 9, 10	Administration Teachers SCE-I coach	PBMAS Report TPR Report STAAR Reports TELPAS Reports iStation Reports TCM Reports Milestones Reports			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: During the 2016-2017 school year, Chester E. Jordan Elementary personnel will actively engage parents in the education process via parent workshops, STAAR family nights, themed content area family nights to ensure the academic and behavioral success of students, (accountability for all) is attempted by all parties, thereby increasing student STAAR scores in all content areas assessed by 10% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 4: Sign in sheets and documented stakeholder feedback will be used to provide evidence that a 5% increase in student participation has taken place one school year to the next.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will provide at least one Open House, this school year and one parent/teacher conference, per semester, in the 2014-15 school year so that parents and teachers are able to communicate expectations.	1, 2, 6, 8, 9, 10	Teachers CIS Administration Front office staff ILT	Parent sign in sheets			
				Funding Sources: 211 - Title I, Part A - \$1,000.00		
2) Teachers will offer one HB5 and one STAAR session in the 2016-17 school year, minimum.	1, 2, 6, 8, 9, 10	Teachers	Parent sign in sheets			
				Funding Sources: 211 - Title I, Part A - \$1,000.00		
3) Coffee with the Principal meetings, monthly or as needed and CIS parent meetings will be provided to give updates on school programs to include academic, attendance, discipline and other related. The parent liaison will provide light snack, refreshments and necessary materials for workshops and trainings for parents.	2, 6, 9, 10	CIS Administration Front office staff	Parent sign in sheets			
				Funding Sources: 211 - Title I, Part A - \$2,000.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Budget for Chester E. Jordan Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.128.30.18.000.6119.	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$288,456.77
199.12.128.30.00.000.6129	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,179.66
	6100 Subtotal:	\$294,636.43

Personnel for Chester E. Jordan Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Nolasco	Counselor	Counseling	1
Juliette Avalos	Class Reduction Teacher	Teacher	1
Maria B. Chavez	Aide	Intervention	.5
Maria Salas	Curriculum Coach	Instruction	1
Marta	Kaudaissy	EC Intervention Teacher	1
Sonia Lucero	Curriculum Coach	Instruction	1

Title I

Schoolwide Program Plan

Our School-wide Title I program next school year will consist of parent involvement activities facilitated by a full time CIS coordinator, Temporary Instructional Assistants (TIA's) who provide interventions to at risk students in all areas of instruction and an at-risk aide, who works with at risk students. Our State compensatory Program (SCE), consists of Temporary Instructional Assistants, who provide interventions to at risk students, and a librarian assistant, who works with at-risk students in the lower grades and 2 Instructional Coaches for the campus. Our Class Reduction Teacher in 5th Grade will be provided that opportunity. Our Title III program provides Temporary Instructional Assistants who work with at risk students in various grade levels.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Comprehensive Needs Assessment | A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

Chester Jordan's Campus Improvement Team will continue to review, discuss and update the plan as needed, according to team's feedback.

2: Schoolwide Reform Strategies

School Wide Reform Strategies | Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

The school's data for each content assessed on STAAR in the 2015-16 school year had gains between 5 and 15% in respective content areas. Students were provided with during the school day intervention, after-school intervention, Saturday and Intersession intervention opportunities, which was supported by our home-grown SMART Academy program. Students in all subpopulations were addressed through enrichment and intervention opportunities.

Our Instructional Leadership Team will continue to meet to analyze data and programs on campus and then will continue to meet weekly with each grade level to do the same. This vertical process has provided gains in all areas of curriculum, both upper and lower grades.

Structures utilized like Fundamental 5, Kagan, Alice 9, Johnny Can Spell will continue to be utilized to provide efficient curricular support to all students.

Instructional Officers will be invited to our campus to support each content area and subpopulation of students.

3: Instruction by highly qualified professional teachers

Instruction by Highly Qualified Teachers Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

Teachers will continue to be provided with campus-initiated, district-initiated, region 19 - initiated PD opportunities.

Teachers will be provided with PD sessions that are specific to individual and grade level needs, upon their request.

New teachers to our school will be provided with an orientation PD session, which will include PD on programs and structures utilized at the campus-level.

Walk through opportunities will be provided daily and weekly to all teachers and feedback will be provided to support their academic growth and needs.

T-Tess evaluation protocols will be provided.

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

Not Applicable

5: Strategies to attract highly qualified teachers

Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

Teachers will continue to be provided with campus-initiated, district-initiated, region 19 - initiated PD opportunities.

Teachers will be provided with PD sessions that are specific to individual and grade level needs, upon their request.

New teachers to our school will be provided with an orientation PD session, which will include PD on programs and structures utilized at the campus-level.

Walk through opportunities will be provided daily and weekly to all teachers and feedback will be provided to support their academic growth and needs.

T-Tess evaluation protocols will be provided.

6: Strategies to increase parental involvement

Strategies to Increase Parental Involvement Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

Family Night opportunities will be provided 1 per every 9 weeks.

Parent Liaison and Instructional Leadership Team will provide PD sessions for parents regarding health, safety and the 5 directions.

The WATCH Dog program will continue to prosper on our campus.

A volunteer program will continue to recruit parents.

Seasonal presentations and events will be provided 1 per month by each grade level to support culture and diversity this school year.

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

Ensure Smooth Transition for Students Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

An Open House prior to the new school year will be provided to all Pre K parents.

Counselor will be dedicated to the grade level.

A Teacher on Special Assignment will be available to support teachers and students with varied needs to help transition students the first day of school and beyond.

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

Measure to Include Teachers in Decisions Regarding the use of Academic Assessments Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Grade level PLC meetings will take place.

SIT committee representatives, one from each grade level, will be available to discuss and communicate.

Academic Committees, vertically composed, will meet monthly to discuss curricular goals and needs to include cross-grade level discussions.

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

Effective, Timely Additional Assistance Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) 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.

Tier II and III intervention opportunities are built in for reading and math for each daily block of time where teachers provide targeted small group intervention to students daily, all supported by our Master Schedule.

SMART Academy during the school day, after school, Saturdays and during Intersessions will provide added support.

Differentiated instructional goals, outlined at periodic TEKS Academies will be utilized and included in lesson plans after grade levels meet to plan weekly after meeting to plan academics for a 9 week period.

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

Coordination and Integration of Federal, State, and Local Services and Programs including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

The Olweus Anti-Bully program will be addressed weekly through lessons provided in every classroom on campus, weekly.

Counselor and Community in School staff will continue to work with students at a whole group, small group and individual basis.

Administratoin team will continue to work with students and parents to create behavioral plans that address above average concerns for individual students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dalia Ortez	Temp. Instr. Aide	Instruction	.5
Monica Leon	Temp. Instr. Aide	Instruction	.5
Norma	Butillos	Aide	.5

School Improvement and Operational Team

Committee Role	Name	Position
Administrator	Jesse Sepulveda	Principal
Classroom Teacher	Rita Cervantes	Kinder
Classroom Teacher	Maria Flores	Pre K
Classroom Teacher	Eduardo Gardea	5th Grade
Classroom Teacher	Armida Garza	2nd Grade
Classroom Teacher	Lisa Gomez	3rd Grade
Classroom Teacher	Oscar Gonzalez	4th Grade
Classroom Teacher	Sandy Lopez	1st Grade

Campus Funding Summary

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	SCE-I Coaches		\$110,000.00
2	2	4	SCE-I Coaches		\$0.00
Sub-Total					\$110,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Sign in sheets, lesson plans, RtI intervention log		\$30,000.00
2	1	2	supplies, manipulatives, technology, intervention kits		\$0.00
2	1	3	new Scholastic Literacy Room books and manipulatives		\$30,000.00
2	1	5	buses and registration		\$3,000.00
2	2	1	Sign in sheets, lesson plans, RtI intervention log		\$30,000.00
2	2	2	supplies, manipulatives, technology, intervention kits		\$0.00
2	2	3	new Scholastic Literacy Room books and manipulatives		\$30,000.00
2	3	5	buses and registration		\$3,000.00
2	4	5	buses and registration		\$3,000.00
3	1	2	walkthrough forms, paper, ink cartridges, technology supp.		\$1,000.00
3	3	1	Computer Programs and Site Licences		\$40,000.00
4	3	1	no resources needed		\$0.00
5	1	1	paper, ink, technology		\$4,000.00
5	1	2	paper, ink, technology, PD, snacks, coffee		\$4,000.00
5	2	1	paper, supplies, intervention kits, incentives, snacks, technology		\$65,000.00
5	2	2	paper, ink, technology		\$5,000.00
5	3	1	paper, ink, technology		\$1,000.00
5	4	1	paper, ink, supplies, technology		\$1,000.00
5	4	2	paper, ink, technology		\$1,000.00

5	4	3	paper, snacks, coffee, ink, supplies, technology		\$2,000.00	
					Sub-Total	\$253,000.00
					Grand Total	\$363,000.00