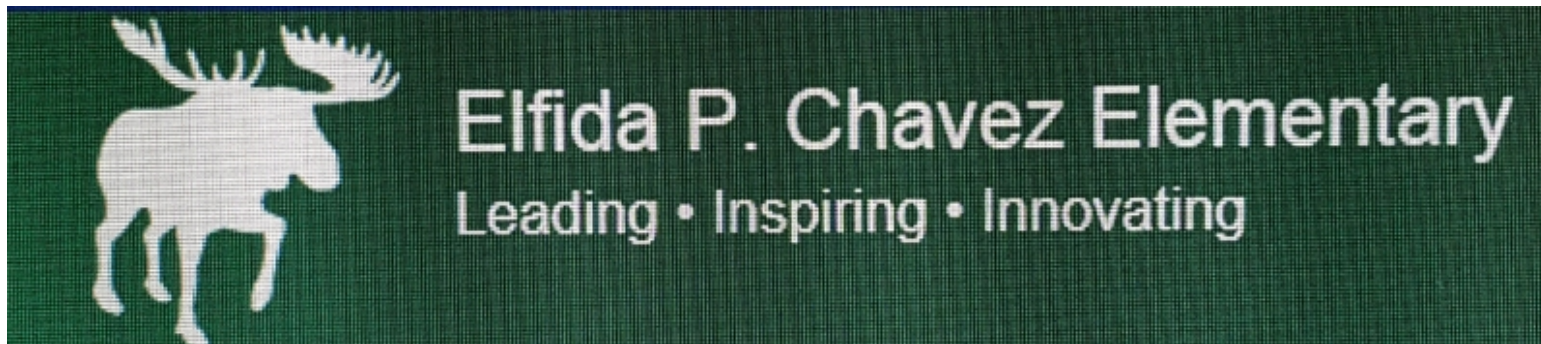


Socorro Independent School District
Elfida P. Chavez Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Empowering all students to succeed through effective teaching.

Vision

Improving Lives

Principal

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Comprehensive Needs Assessment

Needs Assessment Overview

School Name: Elfida P. Chavez Elementary

Vision: Improving Lives

Mission: Empowering all students to succeed through effective teaching.

Elfida Chavez will continue to work in 3rd grade reading, 4th grade reading and obtain the highest level of academic achievement possible for all our students. Not only is our goal to increase the percentage of students passing STAAR, but also to increase our Advanced Level performance. Looking ahead to reach the Phase II standard will be attainable if we stay on our current track. We will strive to produce college and career ready students who are academically prepared to meet the expectations of the state and beyond. Teachers will continue to be well trained in the most current research based strategies and methodologies to ensure student success. We will continue to build upon our current parent and community relationships through frequent communication.

Demographics

Demographics Summary

At Elfida P. Chavez, the student population is 0.1 % of American Indian/ Alaskan Native, 1.3% African-American, 2.2% Anglo, 1.5% Asian, 94.0% Hispanic, .07 % Hawaiian Pacific Islander, 52.25% male and 47.75% female with a low socioeconomic status of 76%. The staff population is 1% African-American, 9% Anglo, 0% Asian, 90% Hispanic, 8% male and 92% female.

The average daily attendance rate for students is 96.85%. This is an increase of .29%. There are a total of 194 discipline referrals this year. We had 7 ISS and 5 OSS.

Elfida P. Chavez serves 200 or 26.46% English Language Learner students, 21 students in the Gifted and Talented program (61% males, 39% females), 42 students identified for 504 services, 85 students served through special education services (8%) and 10 students tested, and 9 qualified for special education services. We have 62 military families, 5 homeless students, and 6 students identified with dyslexia.

In terms of students that are identified as Tier III, 12% of Kindergarten students are identified with a decrease of 7% from last year. In First Grade, 27% are identified which indicates a decrease of 4%. Second grade students were identified with 17%, a decrease of 4%. Third grade showed a decrease of 7% with 17% identified, and fourth grade reflected 19 % identified with a decrease of 2%. Our 5th grade students were identified Tier II at 11% with less than 1% increase over last year's data.

Demographics Strengths

Elfida P. Chavez has a stable community of learners, the majority of which have been a part of our campus since they attended either PreKindergarten or Kindergarten. This low mobility rate has allowed our school to set expectations for learning, behavior, and parent participation from the earliest days of children attending school.

Demographics Needs

Although we have a low mobility rate and a stable learning culture, we still find ourselves struggling with helping some of our students to achieve high levels of success. This is particularly true when we look at our population of Special Education students. We have not seen these students make the gains that we know they are capable of, and we will strive to ensure that they reach their potential.

Student Achievement

Student Achievement Summary

The purpose of this plan is to provide the highest quality of instruction through research-based strategies and best practices instruction. Elfida P. Chavez teachers plan and align their instruction and assessments to meet the needs of all their students. This plan was created by Elfida P. Chavez administration and staff and reviewed and approved by our SIT (School Improvement Team).

After reviewing the data for the 2016 STAAR assessments, assessments of IStation, TSR, TCM, EOY mock assessments and benchmarks this document will highlight our strengths and needs in all areas.

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data disaggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Below are our STAAR results for the 2015- 2016 school year:

3rd Math: 86.78% passing 3.8, 27.5% advanced +2.7%

Hispanic 87.72% Economically Disadvantaged 86.87%, LEP 94.44%

3rd Reading: 88.3% passing -1.2, 33.3% advanced +10.5%

Hispanic 86.84% Economically Disadvantaged 86.87%, LEP 86.11%

4th Math: 88.7, -0.1% advanced 22.6%, -5.2

Hispanic 88.46% Economically Disadvantaged 85.33%, LEP 70.37 %

4th Reading: 91.35%, 3.8% advanced 25.5%, 1.6%

Hispanic 91.26% Economically Disadvantaged 85.33%, LEP 76.92%

4Th Grade Writing: 81.3% -6.8%, advanced 31.8%

Hispanic 80% Economically Disadvantaged 85.33%, LEP 76.92%

5th Math: 95.4% passing -1.6%, 25% advanced +3.0%

Hispanic 94.93%, Economically disadvantaged 93.58%, LEP 95%, STAAR A 25%

5th Reading: 95.4% passing -0.8%, 35.5% advanced -2.4%

Hispanic 90.58%, Economically disadvantaged 87.16 %, LEP 82.61%

5th Grade Science: 94.1% passing, -2.9, 19.1 advanced -9.0%

Hispanic 95.71%, Economically disadvantaged 93.69 %, LEP 91.3%

Student Achievement Strengths

Some of the services we offer to students at Elfida Chavez that ensure students will receive a quality education include our Super School model, weekly data meetings, nine week common planning periods for staff, Science Expo, Literary Anthology, UIL, Gifted and Talented program, NEHS (National Elementary Honor Society), and our elective period with Montwood Middle School. Our Super School model is held Monday –Friday from 8:05 to 8:40. On Mondays, class Olweus meetings are held. Tue.-Fri. teachers are responsible to provide targeted small group intervention to TIER III students. Temporary Instructional Aides (TIA’s) are made available to assist at-risk student. The SCE coach and Library aide also work with small group interventions. Kindergarten teachers trained in the Wilson program provide services to our dyslexic students as well as to some of our struggling ELL populations. Approximately 21 students were served this year in this program. Teachers meet weekly with the SCE coach and administrators to review data (common assessments, Istation, benchmarks, TCM). Eduphoria is used to disaggregate data and results are posted on data boards. Instructional discussions are held based on the data. Teachers develop an intervention plan based on their results. Teachers are given a planning day every nine weeks to develop their lessons. Special education teachers are also given a day with their cooperating teachers to plan for their lessons. Teachers begin by planning their nine weeks assessments in math, reading, and science and develop their lessons based on those assessments. Administration will continue to do at least five walk throughs each week to ensure rigor and student engagement occurs in the classroom. Fourth grade students who pass all three STAAR tests are given an elective at the middle school next door. Students may either take band, choir or orchestra. Students not passing a portion of STAAR will be required to attend a STAAR lab with their homeroom teacher during the day. Students who continually tend to struggle will have the opportunity to attend after school tutoring, intersession tutoring, Saturday School tutoring, and summer school. Students in grade first and second are offered Istation practice after school and students in grades 3-5 may attend the Homework Lab after school for homework assistance. Multiplication Masters is a lunch time practice class that is available to students in grades 3-5 to help students master their multiplication facts. Students who struggle either academically or behaviorally are referred to our RTI committee for intervention assistance. Elfida Chavez will purchase the necessary resources and technology equipment needed for student success.

Counselor will continue to promote college readiness through GenTX and career day activities. Our librarian will continue to implement our Book of the Month to promote literacy throughout the campus.

Number of students seen through RTI this year: Approximately 325.

Student Achievement Needs

Although we have a strong instructional culture, we recognize that there are weakness that need to be addressed, and that will be addressed as we go forward into the 2016-2017 school year. These are summarized below.

Needs/Weaknesses :

Our campus recognizes the areas that need improvement:

- 3rd and 4th grade reading in our ELL population
- Special Education in all areas
- We will continue to look at STAAR accommodations and make decisions based on the needs and best interest of the student.

We will continue to increase academic achievement by:

- Continue with the transitional model and to integrate monolingual students into the bilingual classrooms.
- Bilingual and struggling students will receive targeted small group instruction four days a week from either a Wilson trained teacher serving dyslexia students or with the SCE coach.

School Culture and Climate

School Culture and Climate Summary

At Elfida Chavez, safety is an integral part of our school culture. Every school year we begin our professional development with a refresher and update for our district and campus Emergency Operations Plan. This plan is revisited each month by our safety committee and communicated to the staff through monthly faculty meetings and campus SIT meetings. Our Assistant Principal heads the committee and conducts monthly drills as outlined in the EOP. Notifications of drills are sent home in student agendas to keep parents informed.

School Culture and Climate Strengths

Buliding on the importance of sfety as part of our culture, our strengths reflect this. One of the safety measures that take place at Elfida Chavez is the creation of our MOD (Moose On Demand) Squad. This team of parents and relatives regularly patrols the campus checking the exterior for unlocked doors, patrolling the playground and parking lot, and monitoring children outside at recess. Our school is also staffed with an employee who mans a front station to meet and greet visitors and to check ID's before any parent / relative is allowed to pick up their child. The Hall Pass security system is utilized at the front desk to alert school personnel of any registered sex offenders attempting to enter the building. Ten cameras were mounted around the exterior and interior of the campus this year and are monitored by district personnel. Staff helps to ensure safety by committing to follow an am and pm duty schedule which includes monitoring the hallways and entrances and exits. A few years ago we began a system of having students report directly inside the building prior to the first instructional bell rather than playing outside. This has decreased the amount of adults wandering the playground and decreased the number of disciplinary incidents. Staff also conducts Olweus class meetings on Monday mornings as part of our Super School routine. Our counselor has implemented a staff / student mentor program (CHAMPS) to assist struggling students. Climate survey results show that teachers feel safe and secure (3.8). Teachers also feel the building is clean and well maintained (3.88)

School Culture and Climate Needs

An essential need is reflected in the size of our MOD Squad volunteers. We will work with our parent liaison this year and hope to accomplish this goal. We will accomplish this by having another kick-off event and planning two school wide meetings throughout the year. The district has systematically planned our monthly drills to ensure that everyone is conducting them as directed in the EOP. Our plan is to educate and train our students better in the various drills through frequent communication during daily announcements and perhaps dedicating one day a month for safety class discussions. Our climate survey results from 2014-15 (no survey was conducted 2015-16) show that teachers believe adequate disciplinary measures are used to deal with disruptive behavior (3.13) but we can improve in this area. This is an area to address through classroom management training.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2016-17 school year we will focus on District K-12 Initiatives inclusive of Kagan, Balanced Literacy, Guided Reading, Guided Math, Response to Intervention through Differentiated Instruction, and resources and the integration of the new math TEKS. Teachers are also given one day per nine weeks for instructional planning with the SCE coach. The SCE will mentor any new staff members as well as provide training and model lessons as needed. As a result of our Stetson training, special education teachers will continue to receive an additional planning day with their cooperating teachers to assist with inclusion lesson planning. In grades 3-5 we have utilized a team teaching approach to allow teachers to perfect their craft in a given subject.

Staff Quality, Recruitment, and Retention Strengths

As indicated in our 2014-15 climate surveys (no survey was taken 2015-16) teachers considered morale at Chaves to be very high (3.59) and students are receiving a good education at Chavez (3.84). In order to ensure that students are college and career ready, we will support teachers by having two book studies, Ron Clark's Fifty and The Traveler's Gift. Teachers will also be provided with professional development during our four ½ day early releases. Teachers will continue weekly grade level meeting to disaggregate data and increase rigor in lesson plans. A minimum of five weekly walkthroughs from administrators will continue.

Staff Quality, Recruitment, and Retention Needs

This year Elfida P. Chavez lost six teachers and one SCEI Coach. Four teachers have voluntarily moved to another campus, and two are resigning. Elfida P. Chavez will increase retention rate of all "Highly Qualified" teachers by conducting campus staff development training, and providing attendance incentives for teachers. All teachers new to our campus will be assigned a mentor, and will work with our SCEI Coach and administration to become part of our culture.

Administration will communicate any relevant staff development opportunities to the staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Elfida P. Chavez has a history of quality in terms of our adherence to curriculum standards, rigorous instruction, and development of aligned assessment. We will continue this history of excellence by building on our strengths, and systematically addressing our needs. Campus Administration will work closely with the campus staff to ensure the performance objectives set forth in this plan are met by the end of the school year.

Curriculum, Instruction, and Assessment Strengths

Building on our strengths we will:

- Continue with the transitional model and to integrate monolingual students into the bilingual classrooms.
- Bilingual and struggling students will receive targeted small group instruction four days a week from either a Wilson trained teacher serving dyslexia students or with the SCE coach.
- Professional development will continue to focus on the integration of Lead Forward, Fundamental Five and Margaret Kilgo Data Decisions training.
- Continue to train teachers and implement the Guided Reading model and provide more training on rigorous questioning (Kilgo question stems)

Curriculum, Instruction, and Assessment Needs

Although Elfida Chavez has a history of excellence, needs include:

- Refining the RTI process and math interventions put into place for student in grade K-5.
- An additional TIA working to provide targeted interventions to at-risk students.
- Tutoring classes more closely monitored by administration. At least one walk through per week of an intervention group.

Family and Community Involvement

Family and Community Involvement Summary

In order to build a positive parent, business, and community partnership, Elfida P. Chavez will continue to offer STAAR classes for parents. We will have a Family Night once every semester focus on Math/Science/Technology/Language Arts activities for parents and students. STAAR readiness in math, reading, and writing classes are offered to parents every semester.

Family and Community Involvement Strengths

The campus provides effective communication with parents through school newsletters in both English and Spanish and offer interpreters and translation equipment upon request. The campus sends out a monthly letter to the parents and posts the letter on the school website. The parent liaison sends home a monthly "Moose Clues" letter for parents. Parents will continue to be invited for our monthly Marathon Walks and our annual Dancing with the STAARS. Teachers keep weekly phone logs documenting all parental contact. Positive postcards are mailed home to a few students each month to highlight student's achievements and progress. Communication also comes in the form of our school website and marquee. A monthly military serviceman will be chosen from our Moose families. A fall and spring parent conference night is held as well as monthly volunteer meetings. School counselors and Parent Liaison will again conduct one Olweus parent informational night. The campus purchases "scientific research based" student planner agendas to help facilitate parent-teacher communication. The parent liaison will continue ESL classes along with the Family Frameworks workshops. This year we would like to maintain our current Partners in Education members. The Parent Liaison calls parents of children who are frequently absent or tardy. We will continue to reach out to our community partnerships for presentations during GEN TX week and career week. Our campus will continue fundraising partnerships and community service with agencies such as Jump for Heart, the Ronald McDonald House, and the Battered Women's Shelter. Community representatives will continue to be invited to be a part of our School Improvement Team. Our Mighty Moose PTA currently has 86 members that have received the Superintendent's Award twice and won the Top five volunteer programs for the past six out of seven years.

Family and Community Involvement Needs

Addressing identified needs, Elfida Chavez will update its homepage and teacher websites monthly. Our community partners will be highlighted on our school webpage and Moose Monthly Safety drills and procedures will be included in the campus newsletter. The Parent Liaison will complete a weekly phone call with the goal of contacting at least five parents a week. This will include a follow up phone calls to new families and military

School Context and Organization

School Context and Organization Summary

Elfida P. Chavez is one of 48 campuses in Socorro Independent School District. Elfida P. Chavez opened its doors in 1997 and serves predominantly middle class families. Elfida P. Chavez serves approximately 780 students in grades Kindergarten to fifth grade. Six years ago, 1200 students were served by the campus, which is a decrease of approximately 35 %.

School Context and Organization Strengths

The school has a history of consistently high achievement with high expectations for all students. The faculty has remained reasonable stable allowing for the culture to be well established.

School Context and Organization Needs

In order to continue to be successful, Elfida P. Chavez school will face the need to adapt in the face of possible declining enrollment and increased expectations. Maintaining success is often more difficult than initial achievement, and the school will need to continue to meet this challenge. As enrollment has declined, so has the number of leadership staff. The school will need to adjust and adapt as it struggles to:

- Maintain counseling and RTI services with one counselor
- Continue to provide excellence in terms of discipline, bilingual services, and state testing with only one Assistant Principal.

Technology

Technology Summary

Elfida Chavez has spent the last several years working to ensure that teachers have access to current technology to enhance instruction and students have access to technology to address learning and enrichment.

Technology Strengths

Based on data gathered through teacher and classroom surveys, our technology strengths include:

- All teachers have IWB and projectors in all classrooms.
- Document cameras are available to most staff.
- Students have access to iPads for group work
- Two computer labs provide opportunities for technology-based instruction

Technology Needs

Using data from the same teacher and classroom surveys used to determine strengths, we were also able to determine that our needs included:

- Additional opportunities for technology-based staff development must be offered more frequently.
- An updated Computer on Wheels (COW) needs to be purchased.
- More opportunities for technology used for small group instruction should be researched.

As we address needs, we will look for data correlations in terms of technology usage and increased student performance to conduct our Summative Evaluation.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education 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.

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

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: Objective 1.1

For the 2016-2017 school year, Elfida P. Chavez will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: Reflections of EOP team and surveys indicating climate of safety.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development at the beginning of the year to all staff and students based on the Emergency Operations Plan.	1, 4	Administration, Clerks, Parent Liaison, Safety Team	Drills will be more efficient			
Funding Sources: 199 - General - \$0.00						
Critical Success Factors CSF 5	1, 6	Administration, Parent liaison	Increase in security and positive school climate			
2) Promote the MOD (Moose on Duty) in order to increase the size of our volunteers	Funding Sources: 211 - Title I, Part A - \$300.00					
Critical Success Factors CSF 6	1, 2	Teachers, Administration	Decrease in discipline referrals			
3) Monitoring of the hallways, entrances and exits by following an am/pm schedule by faculty and staff	Funding Sources: 199 - General - \$0.00					
Critical Success Factors CSF 6	1, 2	Monitors, office staff	Visitors wear badges when on campus. Visitor sign in sheets			
4) Using Hall Pass to check ID's and greeting visitors when they arrive at the front entrance. Visitors will wear visitor pass.	Funding Sources: 199 - General - \$0.00					
Critical Success Factors CSF 5 CSF 6	1, 6	Administration, Librarian	Improved awareness of safety procedures			
5) Create a safety webpage resource for parents.	Funding Sources: 199 - General - \$0.00					

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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: Objective 1.2

For the 2016-2017 school year, Elfida P. Chavez will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: All emergency drills will be completed effectively and in a timely manner

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 6</p> <p>1) Staff will receive training on Emergency situations at the beginning of the year.</p>	1, 4	Assistant Principal, Teachers and Staff	Drills are completed in a timely manner			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 3</p> <p>2) Students will receive training during the first nine weeks on all five emergency drills.</p>	1, 4	Teachers	Students knowledge of emergency drills			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Practice of safety drills will be done routinely throughout the year.</p>	1, 4	Teachers, Administration, Staff	Students and staff will be aware of all emergency drills			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>4) Classrooms are supplied with an emergency backpack which include supplies necessary in case of an emergency.</p>	1	Mrs. Schwantner, Volunteer Coordinator	Teachers are better prepared for emergencies			
Funding Sources: 199 - General - \$200.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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: Objective 1.3

For the 2016-2017 school year, the number of bullying-related incidents reported at Elfida P. Chavez will decrease from 1 to 0.

Evaluation Data Source(s) 3: Decrease in number of bully-related reports both through alert system and in-school incidents.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 6 1) Weekly School Wide designated day for Olweus anti-bullying program.	1, 4	Counselors, Teachers	Discipline referral data			
Funding Sources: 199 - General - \$0.00						
Critical Success Factors CSF 6 2) Scheduled anti-bullying lessons are conducted on a routines basis by our counselors.	1, 2	Counselors Teachers	Survey			
Funding Sources: 199 - General - \$0.00						
Critical Success Factors CSF 5 3) Presentation of our Olweus program during Family Night.	1, 2	Counselors	Parent Feedback			
Funding Sources: 199 - General - \$0.00						
Critical Success Factors CSF 6 4) You have a "Voice Box"	1	Counselor	Student Feedback			
Funding Sources: 199 - General - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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 4: Objective 1.4

By Spring 2017, the percentage of interventions documented by teachers at Elfida P. Chavez for appropriate academic support will increase to 33 out of 37 over the 2015-2016 school year.

Evaluation Data Source(s) 4: Increase of documented interventions based on review of eduphoria documentation through RTI.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Counselors will implement Champs and Pals mentoring program with staff and selected students.</p>	1, 2, 3	Counselors , Teachers	Increase in academic achievement			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will refer any students with discipline concerns to the RTI committee.</p>	1, 2, 3, 9	Administration, counselors, teachers	Decrease in discipline referrals			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Teachers will document interventions in Eduphoria. Teachers and instructional aides will receive additional support through small group intervention.</p>	1, 9, 10	Teacher	Increase in student achievement			
Funding Sources: 211 - Title I, Part A - \$1,500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


















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 5: Objective 1.5

For the 2016-2017 school year, the attendance rate for all students at Elfida P. Chavez will increase by 1% over 96.85%, the attendance rate of the previous year.

Evaluation Data Source(s) 5: Increase in attendance as reflected by reports submitted and reviewed by nine-weeks.

Summative Evaluation 5: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Rewarding students at the monthly and end of the year for perfect attendance.</p>	1, 2	Attendance Committee, Parent Liason, Teachers	Students promote excellent attendance			
Funding Sources: 199 - General - \$2,500.00						
<p>Critical Success Factors CSF 6</p> <p>2) Traveling trophy creates healthy competition among classes.</p>	1, 2	Traveling trophy creates healthy competition among classes.	Traveling trophy creates healthy competition among classes.			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 5</p> <p>3) Parents will be informed on attendance requirements and policies during our first parent night.</p>	1, 2, 6	Teachers	Parent Feedback, Increased Attendance			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>4) Kindergarten teachers will monitor attendance more closely and will report them to the attendance committee as well as calling parents.</p>	1, 2, 6	Pre-k Teachers, Attendance Committee	Increased Attendance in Pre-k Classes			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






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 6: Objective 1.6

For the 2016-2017 school year, the total number of disciplinary incidents at Elfida P. Chavez will decrease by 5% over the 47 incidents that were addressed during the 2015-2016 school year.

Evaluation Data Source(s) 6: Decrease in discipline referrals as reflected by administrative reports and Tyler system.

Summative Evaluation 6: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Implementation of Olweus program during superschool</p>	1, 2, 4	Teachers, Administration, Counselors	Discipline Data	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Administration and teacher duty schedule before, during and afterschool.</p>	1, 2	Teachers, Administration, Counselors	Decreased Disciplinary incidents in playground and school grounds	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>3) 3rd year of implementation of a lunch schedule to diminish discipline</p>	1, 2	Teachers, Administration, Monitors	Decreased Activity in Playground	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>4) Continue with Implementation of new morning procedures.</p>	1, 2	Administration, Teachers, Counselors, Monitors	Increased Student Safety during Morning procedures	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
<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: Objective 2.1

For the 2016-2017 school year, Elfida P. Chavez will execute at least 2 College and Career Readiness strategies to encourage post-graduate education

Evaluation Data Source(s) 1: Agendas and sign-in sheets from activities to indicate plan implementation.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Hold a GEN TX week to promote college and career readiness.</p>	1, 2	Counselors	Student knowledge of colleges and careers			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Promote and participate in Career Day activities.</p>	1, 2	Counselors, Parent Liaison	Increased student knowledge of various careers			
Funding Sources: 211 - Title I, Part A - \$0.00						
<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 2: Objective 2.2

For the 2016-2017 school year, 100% of Elfida P. Chavez students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 2: RTI agendas, progress reports, report cards and assessment results.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Students will be identified as LEP through SELP testing and placed in the ELL classes as needed	1, 3, 8	Temporary Instructional Aide, PEIMS clerk	Students placed appropriately			
Funding Sources: 263 - Title III, LEP - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Special education students will receive services based on their needs and in conjunction with Stetson model	1, 3	Special education teachers, diagnostician, administration	Increased scores in special education population			
Funding Sources: 199 - General Fund : Special Education - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) RTI meetings will be held for all struggling students and interventions will be documented	1, 3, 9	Administration, counselors, SCE coach, teachers	Progress reports, report cards			
Funding Sources: 199 - General Fund: SCE - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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: Objective 2.3

By June 2017, Elfida P. Chavez shall increase the level of instructional rigor across the core content areas through providing resources, consistently monitoring, and training 100% of instructional staff.

Evaluation Data Source(s) 3: Increase in benchmark scores, nine weeks assessments, and STAAR scores.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Administration will conduct at least five classroom observation walk throughs per week.	1, 3	Administration	Increase in instructional rigor in the classrooms			
Funding Sources: 199 - General - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Provide accelerated language instruction for students identified through Istation as "Tier III".	1, 3, 9	Administration, teachers, SCE coach, temporary instructional aides, library aide, at-risk aide	Increase in student achievement			
Funding Sources: 199 - General Fund: SCE - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Provide Margaret Kilgo Data Driven Decision training and Lead Forward for staff.	1, 4	Administration, teachers	Increase in STAAR scores			
Funding Sources: 199 - General - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 4) Purchase technology equipment and software to improve instruction for students.	1, 4, 10	Administration, Librarian	Increase in benchmark and STAAR scores. Increase in Star chart rating			
Funding Sources: 211 - Title I, Part A - \$10,000.00						

State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 5) Purchase Gifted and Talented testing materials / supplies for the purpose of identifying/ instruction of Gifted and Talented students	1, 2, 3, 8, 9	GT coordinator	Increase number of identified GT students			
	Funding Sources: 199 - General: Gifted and Talented - \$300.00					
Critical Success Factors CSF 1 6) Provide one day every nine weeks for teachers to plan effective lessons based on TEKS.	1, 2, 8	Administration, SCE coach	Rigorous lessons based on TEKS			
	Funding Sources: 199 - General Fund: SCE - \$0.00					
7) Provide student incentives and snacks for Robotics camp and summer school	9	Administration	Increase in scores			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 8) Selected teachers in grades 4 and 5 will attend AVID Summer institute.	1, 4	Administration, Teachers	Increase in STAAR scores			
	Funding Sources: 211 - Title I, Part A - \$6,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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: Objective 2.4

For the 2016-2017 school year, Elfida P. Chavez will improve its student state assessment scores in Reading by 3% as compared to the 2015-2016 state assessment score of 91.3%.

Evaluation Data Source(s) 4: Increase in Reading benchmark, nine weeks assessment, and STAAR scores.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Provide after school, intersession, and Saturday school tutoring.	1, 3, 8, 9, 10	Teachers, SCE coach	STAAR scores, benchmark scores, common assessments			
Funding Sources: 211 - Title I, Part A - \$2,700.00, 199 - General Fund: Bilingual - \$7,900.00, 199 - General Fund: SCE - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Create and purchase fluency folders for each grade level. Train teachers in Johnny Can Spell supplemental instructional program and purchase materials to facilitate implementation. A subscription to Tumblebooks will be purchased, and, in addition, more Social Studies instruction will be integrated with Reading. To facilitate, resources will be purchased to include Social Studies Weekly.	1, 2, 3, 8	Teachers, SCE coach	Increase in assessment scores			
Funding Sources: 211 - Title I, Part A - \$2,000.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Increase in vocabulary through Book of the Month, digital marquee and library books	1, 2, 3, 4, 10	Teachers, SCE coach, Librarian Aide	STAAR scores, benchmark and common assessment scores			
Funding Sources: 211 - Title I, Part A - \$25,000.00, 199 - General Fund: SCE - \$14,000.00						

State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 4) Ensure that reading resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Reading (Mentoring Minds).	1, 3	Administration, SCE coach	Reading STAAR scores			
	Funding Sources: 211 - Title I, Part A - \$8,000.00, 199 - General - \$1,400.00					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 5) Participate in a school wide Reading Buddy Program.	1, 2, 4	Teachers	Increased reading scores and climate surveys			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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: Objective 2.5

For the 2016-2017 school year, Elfida P. Chavez will improve its student state assessment scores in Mathematics by 4% as compared to the 2015-2016 state assessment score of 91.3%.

Evaluation Data Source(s) 5: Increase in Math benchmark, nine weeks assessment, and STAAR scores.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Provide after school, intersession and Saturday School tutoring.	1, 3, 9, 10	Teachers, SCE coach	STAAR scores, benchmark scores, common assessments Increase in nine week assessments, common assessments, benchmark			
Funding Sources: 199 - General Fund: SCE - \$0.00						
Critical Success Factors CSF 1 2) Ensure that math resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Reading (Mentoring Minds).	1, 9, 10	Administration, SCE coach	Math STAAR scores			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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 6: Objective 2.6

For the 2016-2017 school year, Elfida P. Chavez will exceed by 3% its student state assessment scores in Science as compared to the 2015-2016 state assessment score of 94.1%.

Evaluation Data Source(s) 6: Increase in Science benchmark, nine weeks assessment, and STAAR scores.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Provide after school, intersession, and Saturday school tutoring.	1, 3, 8, 9	Provide after school, intersession, and Saturday school tutoring.	STAAR scores, benchmark scores, common assessments			
Funding Sources: 211 - Title I, Part A - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Ensure that science resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Science (Mentoring Minds), Forde Ferrier Science, Scholastic News and Science Spins.	1, 9, 10	Administration, SCE coach	Science STAAR scores			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Purchase United Streaming and Brain Pop to help students prepare for the STAAR assessment.	1, 3	Administration	Increase in STAAR scores			
Funding Sources: 211 - Title I, Part A - \$900.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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 7: Objective 2.7

For the 2016-2017 school year, Elfida P. Chavez will improve its students assessment scores in Writing by 8% as compared to the 2015-2016 state assessment score of 81.3%.

Evaluation Data Source(s) 7: Increase in Writing benchmark, nine weeks assessment, and STAAR scores.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Provide after school , intersession, and Saturday school tutoring.	1, 3, 8, 9, 10	Teachers, SCE coach	STAAR scores, benchmark scores, common assessments			
Funding Sources: 211 - Title I, Part A - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Ensure that writing resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Science (Mentoring Minds),	1, 3, 10	Administration, SCE coach	Administration, SCE coach			
Funding Sources: 211 - Title I, Part A - \$0.00						
= 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 1:

For the 2016-2017 school year, the number of teachers that demonstrate increased instructional effectiveness (as measured by T-TESS, walkthroughs, etc.) will be a minimum of 30 out of 36.

Evaluation Data Source(s) 1: Walkthrough data, instructional Rounds feedback, and T-Tess data to indicate teacher effectiveness.

Summative Evaluation 1:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 1) Instructional rounds will be conducted at least once at Elfida Chavez to provide feedback to staff.	1, 2, 3, 4	Administration, SCE coach	Increase in level of rigor on DOK			
Funding Sources: 199 - General Fund: SCE - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 2) Employ a State Compensatory Education Intervention (SCE-I) Coach that will offer assistance to new teachers.	1, 3, 4, 5	Administration, SCE-I Coach	Increase in STAAR scores, benchmark scores, nine week scores			
Funding Sources: 199 - General Fund: SCE - \$60,000.00						
Critical Success Factors CSF 3 CSF 6 CSF 7 3) Administration will recognize teachers with Moose of the Month Awards and monthly teacher recognitions / highlights.	1, 5	Administration	Increase in climate surveys Increase in student achievement			
Funding Sources: 199 - General - \$300.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 4) Teachers will have one day of instructional planning every nine weeks and will meet weekly to review assessments.	1, 2, 3, 4, 5, 8	SCEI coach, teachers, administration	Increase in rigor in lessons and improved scores			
Funding Sources: 199 - General - \$0.00						
= 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: For the 2016-2017 school year, Elfida P. Chavez will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Increase in benchmark scores, nine weeks assessments, mock scores

Summative Evaluation 2:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 1) Provide opportunities for professional development to all Elfida P. Chavez teachers.	1, 2, 4, 5	Administration, SCEI coach	Increase student scores in assessments, such as, benchmarks, mocks, nine weeks , STAAR			
Funding Sources: 211 - Title I, Part A - \$10,000.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 2) Provide new teachers with a mentor teacher from the campus and time to meet and plan.	1, 3, 4, 5, 9	Administration	Improvement in student performance			
Funding Sources: 199 - General - \$0.00						
 = 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 3: During the 2016-2017 school year, Elfida P. Chavez will offer a minimum of 8 professional development opportunities offered to employees, the same number as compared to the 2015-2016 school year.

Evaluation Data Source(s) 3: Agendas and sign in sheets reflecting staff development sessions.

Summative Evaluation 3:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Provide professional development on Autism awareness, Empowering Writers, Kilgo, Science mini cast, TEA STAAR and TELPAS review, Differentiated instruction and technology.	1, 2, 3, 4, 10	Administration, SCEI coach, counselors	Increase rigor in instruction			
Funding Sources: 211 - Title I, Part A - \$10,000.00						
 = 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, Elfida P. Chavez will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: Inventory of materials, evidence of increase in student performance based on state assessments.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Purchase necessary programs and resources for example: Empowering Writers, Target Practice and science lab resources, Mentoring Minds</p>	1, 2	Administration, SCEI coach	Increase in student scores			
<p>Funding Sources: 211 - Title I, Part A - \$5,000.00</p>						
<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 5: During the 2016-2017 school year, the number of teachers at Elfida P. Chavez certified in Bilingual Education, and/or Special Education will increase by 2 in Bilingual Education, and 1 in Special Education.

Evaluation Data Source(s) 5: Teachers seeking further certification in specified areas.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 1) Administration will communicate with staff the reimbursement program during staff meetings or via emails.	1, 4, 5	Administration	Increase in the number of teachers certified in various areas	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
Critical Success Factors CSF 7 2) Administration will communicate with Human Resources when hiring new personnel to ensure they are highly qualified.	1, 5	Administration, Human Resources	All teachers are trained and highly qualified	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
						

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 6: By the end of the 2016-2017 school year, 100% of Elfida P. Chavez teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 6: Sign-in sheets and agenda from training given by counselor. Survey to reflect teacher knowledge.




Summative Evaluation 6:

Goal 4: 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: During the 2016-2017 school year, Elfida P. Chavez will increase the number of collaborative educational involvement activities and events for parents and community members by 2, as compared to the 2015-2016 school year number of 4, to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Agendas from involvement activities and sign-in sheets.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5</p> <p>1) Hold various activities and events for parents to collaborate with the school to include:</p> <ul style="list-style-type: none"> * Family Nights * STAAR nights *Olweus Awareness Night *MOD Squad meetings *Open House *Parent / Teacher Conference Night *Dancing with the STAARS * Career Day *Earth Day 	1, 2, 6, 10	Administration, counselors, SCEI coach, Parent Liaison, teachers, Bilingual dept.	Increase in parental involvement			
Funding Sources: 211 - Title I, Part A - \$17,800.00						

Critical Success Factors CSF 5 2) Provide funding for parents and community members to attend conferences and workshops.	1, 4, 6, 10	Parent Liaison	Increase in parent and community engagement			
	Funding Sources: 211 - Title I, Part A - \$100.00					
Critical Success Factors CSF 5 3) Provide funding for parent liaison to attend conferences and workshops.	1, 4, 6, 10	Parent Liaison	Increase in parental and community engagement			
	Funding Sources: 211 - Title I, Part A - \$50.00					
Critical Success Factors CSF 5 4) Purchase refreshments and / or materials for parental meetings and conferences.	1, 4, 6, 10	Parent Liaison	Increase in parent participation in conferences and meetings			
	Funding Sources: 211 - Title I, Part A - \$670.00					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 5) Create a "Kinder Corner" for parents to sit and read and do other activities with their kinder child while waiting for the 3:15 dismissal.	6, 10	Parent Liaison	Increase in reading scores reflected on End of year Milestones, Istation, fluency folders			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: 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: For the 2016-2017 school year, Elfida P. Chavez will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 2, as compared to the previous year's number of 21.

Evaluation Data Source(s) 2: Documentation of notifications, Climate surveys and informal parental feedback.

Summative Evaluation 2:









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) Moose Monthly will be sent to parents every month by administration.</p>	1, 6	Administration	Increased attendance at meetings			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Update Moose school website monthly to reflect school calendar and important information to parents.</p>	1, 6	Administration, Librarian	Increased attendance at school functions and increase in student achievement			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Update school marquee weekly.</p>	1, 2, 6	Administration, office staff, custodians	Increase attendance at school functions creating an increase in student achievement			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Positive postcards will be sent monthly to student homes.</p>	1, 2, 6	Administration, teachers, secretary	Increase in parent / teacher communication impacting student achievement in a positive manner.			
Funding Sources: 199 - General - \$500.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Parent Liaison will send home monthly newsletter, "Moose Clues".</p>	6	Parent Liaison	Increase in meeting attendance by parents			
Funding Sources: 211 - Title I, Part A - \$100.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Provide parents with constant proactive communication through scientifically research based student agendas.</p>	6	Administration	Increase in parent participation in school events and positive impact on student achievement			
Funding Sources: 211 - Title I, Part A - \$5,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: 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: By the end of the 2016-2017 school year, Elfida P. Chavez will increase by 2, over the previous year's number of 3, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Sign-in sheets from partnership activities.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5</p> <p>1) Continue partnership activities to include: *Gen TX *Career Day * Jump 4 Heart *Ronald McDonald Charities *Family Nights at various partners in education businesses</p>	1, 2, 6	Administration, counselors, parent liaison	Improved relations with community and partners in education			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: 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: For the 2016-2017 school year, Elfida P. Chavez will have a minimum of 1 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Agendas and sign-in sheets from training. Climate survey feedback.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 6 1) Provide at least one customer service training to office staff.	1, 4	Administration, office staff	Positive climate	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
						

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: Objective 5.1

For the 2016-2017 school year, all students in Hispanic, Economically Disadvantaged, and LEP subgroups at Elfida P. Chavez will make gains in Reading, Math, and Writing to meet or exceed district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System. These gains are defined as follows: Reading- Hispanic: 2 % over 2015-2016 86.84%. Economically Disadvantaged: 2% over 2015-2016 86.87%. LEP: 2% over 2015-2016 86.11%. Math- Hispanic: 2% gain over 2016-2016 87.72%. Economically Disadvantaged: 2% over 2015-2016 86.87%, LEP: 1% gain over 2015-2016 94.44%. Writing- Hispanic: 8% gain over 2015-16 80%. Economically Disadvantaged- 2% gain over 85.33%. LEP- 9% gain over 2015-2016 76.92%.

Evaluation Data Source(s) 1: Benchmark scares, nine-week assessments, STAAR scores.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Bilingual students will be provided accelerated instruction during intersession and after school.	1, 3, 10	Administration, teachers	Increase in TELPAS scores			
Funding Sources: 199 - General Fund: Bilingual - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Special education students will be mainstreamed to the fully extent possible to meet student's needs	1, 2, 3	Teachers, diagnostician	Increase in student scores			
Funding Sources: 199 - General Fund : Special Education - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) A temporary instructional aide will work with bilingual students on targeted interventions	1, 2, 9	Bilingual teacher, temporary instructional aide	Improved scores. Nine wks. data, benchmark data, mock scores			
Funding Sources: 263 - Title III, LEP - \$0.00						

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>4) Kindergarten bilingual students will be offered ESL Academy during intersession and summer school.</p>	1, 7, 9	ESL teacher	Increase in Istation scores			
<p>Funding Sources: 263 - Title III, LEP - \$0.00</p>						
<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 2: Objective 5.2

During the 2016-2017 school year, 100% of Elfida P. Chavez teachers at all grade levels will provide students in Bilingual Education, English as a Second Language Education, and Special Education with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: Documentation in eduphoria and RTI meeting notes. Increase in student STAAR scores and performance.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 1) Students identified with dyslexia will be provided support by our kinder teachers during Super School.	1, 3, 9	Kinder teachers	Increase istation scores, progress through Wilson program			
Funding Sources: 199 - General - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Students will be provided with targeted interventions as documented through RTI.	1, 3, 9	Administration, counselors, teachers	Increase in Istation, Benchmark scores, nine weeks assessments			
Funding Sources: 199 - General - \$0.00						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 3) Students will receive targeted instruction during M& M's, Istation after school tutoring and Homework Lab.	1, 2, 9, 10	Parent liaison, SCE coach, PE aides, instructioanl aides	Increase in multiplication mastery, increase in home.			
Funding Sources: 211 - Title I, Part A - \$17,500.00						
= 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: Objective 5.3

For the 2016-2017 school year, Elfida P. Chavez administrators will increase by 2, over the 8 provided during 2015-2016, the number of professional development activities to achieve enhanced knowledge of data-driven instruction and reinforce accountability.

Evaluation Data Source(s) 3: Agendas from professional development activities, sign-in sheets, increase in student performance.

Summative Evaluation 3:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 7</p> <p>1) Book studies will be conducted to support teachers in areas of need</p>	1, 4	Administration, Librarian, Counselors	Increase in student scores			
Funding Sources: 211 - Title I, Part A - \$1,500.00						
<p>Critical Success Factors CSF 7</p> <p>2) State Comp Ed. coach will provide model lessons and resources to staff</p>	1, 3, 4	SCE coach	Increase in student scores			
Funding Sources: 199 - General Fund: SCE - \$60,000.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 7</p> <p>3) Teachers will be given the opportunity to attend district SIOP trainings.</p>	1, 3, 4, 5, 9	Administration, teachers	Lesson plans using SIOP strategies and objectives posted			
Funding Sources: 263 - Title III, LEP - \$0.00						
= 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, Elfida P. Chavez administrators will schedule at least one data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 4: Agenda and meeting documentation. Increase in student performance.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 1) Elfida Chavez staff will work with ELAR specialist in the area of writing.	1, 4	Teachers, SCEI coach, Curriculum and Instruction personnel	Increase in benchmark scores STAAR scores			
Funding Sources: 199 - General Fund; SCE - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	1	Students will be identified as LEP through SELP testing and placed in the ELL classes as needed
2	2	2	Special education students will receive services based on their needs and in conjunction with Stetson model
2	2	3	RTI meetings will be held for all struggling students and interventions will be documented
2	3	1	Administration will conduct at least five classroom observation walk throughs per week.
2	3	2	Provide accelerated language instruction for students identified through Istation as "Tier III".
2	3	3	Provide Margaret Kilgo Data Driven Decision training and Lead Forward for staff.
2	3	4	Purchase technology equipment and software to improve instruction for students.
2	3	5	Purchase Gifted and Talented testing materials / supplies for the purpose of identifying/ instruction of Gifted and Talented students
2	3	8	Selected teachers in grades 4 and 5 will attend AVID Summer institute.
2	4	1	Provide after school, intersession, and Saturday school tutoring.
2	4	2	Create and purchase fluency folders for each grade level. Train teachers in Johnny Can Spell supplemental instructional program and purchase materials to facilitate implementation. A subscription to Tumblebooks will be purchased, and, in addition, more Social Studies instruction will be integrated with Reading. To facilitate, resources will be purchased to include Social Studies Weekly.
2	4	3	Increase in vocabulary through Book of the Month, digital marquee and library books
2	4	4	Ensure that reading resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Reading (Mentoring Minds).
2	4	5	Participate in a school wide Reading Buddy Program.
2	5	1	Provide after school, intersession and Saturday School tutoring.
2	6	1	Provide after school, intersession, and Saturday school tutoring.
2	6	2	Ensure that science resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Science (Mentoring Minds), Forde Ferrier Science, Scholastic News and Science Spins.
2	6	3	Purchase United Streaming and Brain Pop to help students prepare for the STAAR assessment.
2	7	1	Provide after school , intersession, and Saturday school tutoring.

Goal	Objective	Strategy	Description
2	7	2	Ensure that writing resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Science (Mentoring Minds),
3	1	1	Instructional rounds will be conducted at least once at Elfida Chavez to provide feedback to staff.
3	1	2	Employ a State Compensatory Education Intervention (SCE-I) Coach that will offer assistance to new teachers.
3	1	4	Teachers will have one day of instructional planning every nine weeks and will meet weekly to review assessments.
3	2	1	Provide opportunities for professional development to all Elfida P. Chavez teachers.
3	2	2	Provide new teachers with a mentor teacher from the campus and time to meet and plan.
3	3	1	Provide professional development on Autism awareness, Empowering Writers, Kilgo, Science mini cast, TEA STAAR and TELPAS review, Differentiated instruction and technology.
3	4	1	Purchase necessary programs and resources for example: Empowering Writers, Target Practice and science lab resources, Mentoring Minds
3	5	1	Administration will communicate with staff the reimbursement program during staff meetings or via emails.
4	1	5	Create a "Kinder Corner" for parents to sit and read and do other activities with their kinder child while waiting for the 3:15 dismissal.
5	1	1	Bilingual students will be provided accelerated instruction during intersession and after school.
5	1	2	Special education students will be mainstreamed to the fully extent possible to meet student's needs
5	1	3	A temporary instructional aide will work with bilingual students on targeted interventions
5	1	4	Kindergarten bilingual students will be offered ESL Academy during intersession and summer school.
5	2	1	Students identified with dyslexia will be provided support by our kinder teachers during Super School.
5	2	2	Students will be provided with targeted interventions as documented through RTI.
5	2	3	Students will receive targeted instruction during M& M's, Istation after school tutoring and Homework Lab.
5	3	3	Teachers will be given the opportunity to attend district SIOP trainings.
5	4	1	Elfida Chavez staff will work with ELAR specialist in the area of writing.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	1	Students will be identified as LEP through SELP testing and placed in the ELL classes as needed
2	2	2	Special education students will receive services based on their needs and in conjunction with Stetson model
2	2	3	RTI meetings will be held for all struggling students and interventions will be documented
2	3	1	Administration will conduct at least five classroom observation walk throughs per week.
2	3	2	Provide accelerated language instruction for students identified through Istation as "Tier III".
2	3	3	Provide Margaret Kilgo Data Driven Decision training and Lead Forward for staff.
2	3	4	Purchase technology equipment and software to improve instruction for students.
2	3	5	Purchase Gifted and Talented testing materials / supplies for the purpose of identifying/ instruction of Gifted and Talented students
2	3	8	Selected teachers in grades 4 and 5 will attend AVID Summer institute.
2	4	1	Provide after school, intersession, and Saturday school tutoring.
2	4	2	Create and purchase fluency folders for each grade level. Train teachers in Johnny Can Spell supplemental instructional program and purchase materials to facilitate implementation. A subscription to Tumblebooks will be purchased, and, in addition, more Social Studies instruction will be integrated with Reading. To facilitate, resources will be purchased to include Social Studies Weekly.
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2	4	5	Participate in a school wide Reading Buddy Program.
2	5	1	Provide after school, intersession and Saturday School tutoring.
2	6	1	Provide after school, intersession, and Saturday school tutoring.
2	6	2	Ensure that science resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Science (Mentoring Minds), Forde Ferrier Science, Scholastic News and Science Spins.
2	6	3	Purchase United Streaming and Brain Pop to help students prepare for the STAAR assessment.
2	7	1	Provide after school , intersession, and Saturday school tutoring.

Goal	Objective	Strategy	Description
2	7	2	Ensure that writing resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Science (Mentoring Minds),
3	1	1	Instructional rounds will be conducted at least once at Elfida Chavez to provide feedback to staff.
3	1	2	Employ a State Compensatory Education Intervention (SCE-I) Coach that will offer assistance to new teachers.
3	1	4	Teachers will have one day of instructional planning every nine weeks and will meet weekly to review assessments.
3	2	1	Provide opportunities for professional development to all Elfida P. Chavez teachers.
3	2	2	Provide new teachers with a mentor teacher from the campus and time to meet and plan.
3	3	1	Provide professional development on Autism awareness, Empowering Writers, Kilgo, Science mini cast, TEA STAAR and TELPAS review, Differentiated instruction and technology.
3	4	1	Purchase necessary programs and resources for example: Empowering Writers, Target Practice and science lab resources, Mentoring Minds
3	5	1	Administration will communicate with staff the reimbursement program during staff meetings or via emails.
4	1	5	Create a "Kinder Corner" for parents to sit and read and do other activities with their kinder child while waiting for the 3:15 dismissal.
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5	3	3	Teachers will be given the opportunity to attend district SIOP trainings.
5	4	1	Elfida Chavez staff will work with ELAR specialist in the area of writing.

State Compensatory

Budget for Elfida P. Chavez Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-115-30-39-000	6118 Extra Duty Stipend - Locally Defined	\$8,825.00
6100 Subtotal:		\$8,825.00
6300 Supplies and Services		
199-11-115-30-39-000	6399 General Supplies	\$1,500.00
6300 Subtotal:		\$1,500.00

Personnel for Elfida P. Chavez Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dulce Aleman	SCE-I Coach	SCE	60,000

Title I

Schoolwide Program Plan

At Elfida P. Chavez Elementary, all school-wide components work together to provide for the success of our students.

Ten Schoolwide Components

1: 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).

Our school has evaluated strengths and needs based on information gathered from data. The evaluation of strengths and needs is outlined in our Comprehensive Needs Assessment.

2: Schoolwide 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.

This component is addressed through on-going monitoring of student performance, Professional Learning Communities with all instructional staff, and a Response to Intervention (RTI) process that ensures that student progress is documented and addressed.

3: Instruction by highly qualified professional 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.

Elfida Chavez Elementary works closely with the Human Resources Department to ensure that all instructional staff meet all necessary requirements in terms of qualifying certifications.

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

In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

N/A

5: Strategies to attract highly qualified teachers

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 go through a careful selection process, and are hired with eye on instructional excellence. A positive and supportive culture is created and maintained to show teachers their value.

6: Strategies to increase parental involvement

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

A full-time Parent Liaison works to increase family engagement through classes and meetings designed to educate parents regarding their children's experiences as elementary school students, and to help them feel a part of the school community.

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.

This does not apply, as no preschool students attend Elfida P. Chavez.

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

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.

With the assistance of the Instructional Coach and with input from administration, teachers work to create valid and reliable assessments aligned to state curriculum standards.

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

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.

Using data from formative and summative assessments, teachers review student performance on an on-going basis. Based on this data, students are referred for small group instruction and intervention with teacher, and/or with paraprofessionals. Students are also referred to after-school tutoring, and progress monitoring measures help determine the efficacy of intervention.

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.

All programs such as Olweus anti-bullying, Breakfast in the Classroom, and all support/outreach services that are provided by our school's Parent Liaison work synergistically to promote and ensure the welfare and success of our students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Samantha Gonzalez	Parent Liasion	Title I	17,500

School Improvement and Operational Team

Committee Role	Name	Position
Administrator	Rosemary Yates	Principal
Administrator	Sara Schwantner	Assistant Principal
Classroom Teacher	Ana Rios	Teacher
Classroom Teacher	Maricela Armendariz	Teacher
Classroom Teacher	Veronica Collier	Teacher
Classroom Teacher	Alyssa Edwards	Teacher
Classroom Teacher	Marie Jimenez	Teacher
Classroom Teacher	Elvia Mendoza	Teacher
Community Representative	Ruben Perea	Allstate Insurance
District-level Professional	Jennifer Avila	Bilingual Director
Non-classroom Professional	Dulce Aleman	SCEI Coach
Non-classroom Professional	Lorena Buck	Librarian
Non-classroom Professional	Samantha Gonzalez	Parent Liasion
Parent	Sandra Spencer	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$200.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$2,500.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00

2	3	3			\$0.00
2	4	4			\$1,400.00
2	4	5			\$0.00
3	1	3	Teacher account \$300.00		\$300.00
3	1	4			\$0.00
3	2	2			\$0.00
3	5	1			\$0.00
3	5	2			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$500.00
4	4	1			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00

Sub-Total \$4,900.00

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
2	3	2			\$0.00
2	3	6			\$0.00
2	4	1			\$0.00
2	4	3			\$14,000.00
2	5	1			\$0.00
3	1	1			\$0.00
3	1	2	SCE: \$60,000 (1 FTE)		\$60,000.00
5	3	2			\$60,000.00
5	4	1			\$0.00

					Sub-Total	\$134,000.00
199 - General Fund : Special Education						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
2	2	2				\$0.00
5	1	2				\$0.00
					Sub-Total	\$0.00
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	2				\$300.00
1	4	3				\$1,500.00
2	1	2				\$0.00
2	3	4				\$10,000.00
2	3	7				\$2,000.00
2	3	8	\$6,000.00			\$6,000.00
2	4	1				\$2,700.00
2	4	2				\$2,000.00
2	4	3				\$10,000.00
2	4	3				\$15,000.00
2	4	4				\$8,000.00
2	5	2				\$5,000.00
2	6	1	refer to 5.1.1	refer to 5.1.1		\$0.00
2	6	2				\$5,000.00
2	6	3				\$900.00
2	7	1	refer to 5.1.1			\$0.00
2	7	2	refer to to 2.5.4			\$0.00
3	2	1				\$10,000.00
3	3	1				\$10,000.00
3	4	1				\$5,000.00

4	1	1			\$300.00
4	1	1			\$17,500.00
4	1	2			\$100.00
4	1	3			\$50.00
4	1	4			\$670.00
4	2	5			\$100.00
4	2	6			\$5,000.00
5	2	3			\$17,500.00
5	3	1			\$1,500.00
Sub-Total					\$136,120.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	3	3			\$0.00
Sub-Total					\$0.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$7,900.00
5	1	1			\$0.00
Sub-Total					\$7,900.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	5			\$300.00
Sub-Total					\$300.00
Grand Total					\$283,220.00