

**Socorro Independent School District**  
**Escontrias Elementary**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

Escontrias will provide a safe learning environment for all students with the expectation that all students can and will succeed.

## Vision

Tomorrow's Leaders Learning Today

The Escontrias educational community (faculty, staff, administration, parents, community members) will work collaboratively to achieve an academic environment of excellence where all students:

- are prepared academically for the next grade level,
  - develop a love for reading,
- develop intrinsic motivation and take on responsibility to learn and achieve goals,
  - are proud of their work and enjoy coming to school,
  - become higher order problem solvers and life-long learners,
- receive differentiated instruction and have equal opportunity for academic growth,
  - become proficient with using technology to enhance their learning,
- and develop self-discipline and skills that allow them to be a positive contributor in the classroom.

## Value Statement

Jesse Aguirre, Principal

Gary Gandara, Board President, Paul Guerra, Vice-President, Cynthia Ann Najera, Board Secretary, Hector F. Gonzalez, Trustee, Michael Anthony Najera, Trustee, Antonio "Tony" Ayub, Trustee, Angelica Rodriguez, Trustee, Dr. José Espinoza, Superintendent of Schools

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Escontrias school's strengths and needs are consistently revisited and evaluated by the school improvement team for progress towards achieving the five SISD strategic directions. Our objectives and strategies within these directions are focused on ensuring a safe academic environment and maintain a high quality education for all students. Escontrias is committed to continue developing partnerships with the community and parents in order to ensure student success. Our vision is to ultimately produce college and career ready students who are academically prepared to meet all district, state and national expectations.

## Demographics

### Demographics Summary

Escontrias Elementary served 606 students during the 2015-2016 school year with 136 2nd grade, 151 3rd grade, 159 4th grade and 160 5th grade students. 318 students were female and 288 students were male. Ethnicity is 99.17% Hispanic-Latino, and .83% White. The number of students with special services include 12 identified with speech impairment, 2 autism, 21 learning disability and 7 students coded with other health impairments. 38.12% of students are identified as limited english proficient (LEP), 89.6% economically disadvantaged, 7.26% special education, 8 students identified as homeless, 54.46% at-risk, 2 students as migrant, 17 as immigrant, 4 dyslexia, 2 are military connected and 4.13% as gifted and talented.

### Demographics Strengths

- Economically Disadvantaged students are supported through 81% free lunch participation and 8% reduced lunch participation.
- Demographics and student enrollment have remained relatively stable for the past 5 years.
- The 2 identified migrant students continue to be enrolled for the entire school year with continued enrollment for the new school year. These students have maintained good academic standings with intervention support from campus and district. Migrant students receive pullout intervention from a district funded instructional aide twice a week.
- Attendance rates for the school year continue to exceed the district goal of 98%. Students are motivated to receive incentives for monthly perfect attendance such as free dress day, 9 weeks Paw Power Assembly awards, and yearly medals and NBA (never been absent) incentives.
- ELL (english language learner) students are supported with one district funded instructional aide and one campus funded instructional aide who provide small group interventions with teacher collaboration.

### Demographics Needs

- Intense instructional support is needed to close the achievement gap for 42 students with special needs.
- 4.13% of students are identified as GT and at least 5% will be the optimal expected identification.
- ELL (english language learner) students show deficiencies in vocabulary development as opposed to their monolingual students. All teachers will continue to be trained to implement SIOP strategies and continue to focus on vocabulary development with progress monitoring.

## Student Achievement

### Student Achievement Summary

The site-based decision-making team evaluated the previous year's programs, survey results, STAAR state assessments and TELPAS language development assessment for ELL (English Language Learning) students. The data showed the following:

#### Grade 3 Reading STAAR Percent at Level II Satisfactory on Combined Summary Report (STAAR, STAAR Spanish, and STAAR A)

All Students (152 students) 2016-88% / 2015-84% = +4%  
Limited English Proficient (74 students) 2016-89% / 2015-74% = +15%  
Special Education (10 students) 2016-60% / 2015-67% = -7%  
Economic Disadvantaged (140 students) 2016-87% / 2015-82% = +5%

#### Grade 3 Math STAAR Percent at Level II Satisfactory on Combined Summary Report (STAAR, STAAR Spanish, and STAAR A)

All Students (153 Students) 2016-88% / 2015-81% = +7%  
Limited English Proficient (75 students) 2016-87% / 2015-74% = +13%  
Special Education (10 students) 2016-60% / 2015-67% = -7%  
Economic Disadvantaged (141 students) 2016-87% / 2015-82% = +5%

#### Grade 4 Reading STAAR Percent at Level II Satisfactory on Combined Summary Report (STAAR, STAAR Spanish, and STAAR A)

All Students (161 students) 2016-89% / 2015-84% = +5%  
Limited English Proficient (62 students) 2016-81% / 2015-63% = +18%  
Special Education (10 students) 2016-60% / 2015-50% = +10%  
Economic Disadvantaged (143 students) 2016-89% / 2015-84% = +5%

#### Grade 4 Writing STAAR Percent at Level II Satisfactory on Combined Summary Report (STAAR, STAAR Spanish, and STAAR A)

All Students (161 students) 2016-86% / 2015-85% = +1%  
Limited English Proficient (62 students) 2016-81% / 2015-76% = +5%  
Special Education (10 students) 2016-40% / 2015-17% = +23%  
Economic Disadvantaged (143 students) 2016-85% / 2015-85% = 0%

#### Grade 4 Math STAAR Percent at Level II Satisfactory on Combined Summary Report (STAAR, STAAR Spanish, and STAAR A)

All Students (161 students) 2016-86% / 2015-83% = +3%  
Limited English Proficient (62 students) 2016-81% / 2015-76% = +5%  
Special Education (10 students) 2016-60% / 2015-17% = +43%  
Economic Disadvantaged (143 students) 2016-82% / 2015-82 = 0%

Grade 5 Reading STAAR Percent at Level II Satisfactory on Combined Summary Report (STAAR, STAAR Spanish, and STAAR A)

All Students (158 students) 2015-83% / 2014-71% = +12%  
Limited English Proficient (36 students) 2015-64% / 2014-47% = +17%  
Special Education (18 students) 2015-82% / 2014-50% = +32%  
Economic Disadvantaged (140 students) 2015-81% / 2014-72% = +9%

Grade 5 Math STAAR Percent at Level II Satisfactory on Combined Summary Report (STAAR, STAAR Spanish, and STAAR A)

All Students (158 students) 2016-92% / 2015-89% = +3%  
Limited English Proficient (36 students) 2016-53%  
Special Education (18 students) 2016-50%  
Economic Disadvantaged (140 students) 2016-81%

Grade 5 Science STAAR Percent at Level II Satisfactory on Combined Summary Report (STAAR, STAAR Spanish, and STAAR A)

All Students (158 students) 2016-76% / 2015-76% = 0%  
Limited English Proficient (36 students) 2016-42% / 2015-54% = -12%  
Special Education (18 students) 2016-39% / 2015-33% = +6%  
Economic Disadvantaged (140 students) 2016-76% / 2015-75% = +1%

2015-2016 TELPAS Data

Grade 2 Student Ratings for 66 LEP students:

1-Beginning = 6%  
2-Intermediate = 38%  
3-Advanced = 41%  
4-Advanced High = 15%

Grade 3 Students Ratings for 72 LEP students:

1-Beginning = 7%  
2-Intermediate = 17%  
3-Advanced = 35%  
4-Advanced High = 42%

Grade 4 Students Ratings for 60 LEP students:

1-Beginning = 4%  
2-Intermediate = 12%  
3-Advanced = 53%  
4-Advanced High = 32%

Grade 5 Students Ratings for 50 LEP students:

- 1-Beginning = 6%
- 2-Intermediate = 11%
- 3-Advanced = 72%
- 4-Advanced High = 11%

### **Student Achievement Strengths**

The overall STAAR Reading met standard for students grade 3 through grade 5 increased by 1% from 85.9% in 2015 to 86.9% in 2016. The Level III advanced performance increased by 2.4% from 21.1% in 2015 to 23.5% in 2016. Reading instruction will be enhanced during the 2016-2017 school year through continuous staff development and teacher expectations established through the Fundamental Five instructional model, Guided Reading, and Thrive Curriculum Resource.

The overall STAAR Math standard for students grade 3 through grade 5 increased by 4.2% from 84.4% in 2015 to 88.5% in 2016. The Level III advanced performance increased by 4.7% from 12.7% in 2015 to 17.4% in 2016. Math instruction will be enhanced during the 2016-2017 school year through continuous staff development and teacher expectations established through the Fundamental Five instructional model, Guided Math, and Thrive Curriculum Resource.

The overall STAAR Writing standard for students grade 3 through grade 5 increased by 6.6% from 81.2% in 2015 to 87.7% in 2016. The Level III advanced performance increased by 21.3% from 5.2% in 2015 to 26.5% in 2016. Writing instruction will be enhanced during the 2016-2017 school year through continuous staff development and teacher expectations established through the Fundamental Five instructional model, Empowering Writers Curriculum Resource.

Full day planning is scheduled for grade level teachers prior to every nine weeks of instruction. The backward planning model is being used where teachers start the planning process by focusing on the end in mind. Unit test and comprehensive end of nine week assessments are developed and inputted into the Eduphoria system for data analysis purposes.

Vertical teams are established with every school year with one teacher per grade level becoming a representative for each content area. The team's purpose is to develop content area expertise, promote collaboration, and promote consistency and aligned rigor among all grade levels.

ELAR instruction includes the incorporation of the following initiatives, programs and instructional models. -Fundamental Five Instructional Model - Balanced Literary model (phonics, phonemic awareness, fluency, vocabulary, and comprehension instruction) -guided reading model -daily classroom interventions -extended day opportunities with support lab before school, lunch, PE, after school -AR Reading goals and incentives -Literacy Family Nights - Library Club Members -Small group intervention lab -monitoring of Tier 2 & 3 growth with iStation Reading assessments -writing grade level alignment

Math instruction includes the incorporation of the following initiatives, programs, and instructional models. -Fundamental Five Instructional Model -90 minute model -guided math model -Math problem of the week -One minute math club -Support Lab for extended day support -Small group intervention lab -Vertically aligned problem solving strategy -Math night

Science instruction includes the incorporation of the following initiatives, programs and instructional models. -Fundamental Five Instructional Model -



Science night -integrated curriculum with Reading, Writing, Math -Development of multiple science labs supported by instructional aide. (Lab 1 for PreK through 1st grade, Lab 2 for 2nd grade, Lab 3 for 3rd & 4th grade, Lab 4 & 5 for departmentalized 5th grade cohorts)

## **Student Achievement Needs**

Progress monitoring for students will be improved by developing student ownership of individual goals and consistent tracking of progress towards end of the year goals. Teachers and students will use progress monitoring tools such as iStation and TPRI to regularly track 1) reading fluency (with cold reads of grade level aligned passages), 2) high frequency word list, and 3) mathematics computation fluency. Parent communication will involve being informed of student expectations and training on how parents can support their child as they show growth or lack of growth in the student's projected development.

Differentiating Math and Reading instruction will be improved through development of a multiple level prevention system. Tier 1 core instruction will incorporate interactive instructional stations, varied group teacher instruction and researched based practices including brain compatible and metacognitive strategies. Tier 2 secondary instruction will be scheduled for all students during a 45 minutes "Super School" rotation block 4 days a week to provide academic enrichment or targeted Tier 2 or Tier 3 interventions. Additional Tier 3 instruction will be provided during extended day or extended week instruction with intensive interventions and progress monitoring.

The RTI (Response to Intervention) process will be implemented through progress monitoring tools to identify and track Tier 2 students at least every 9 weeks and Tier 3 students on a bi-weekly basis. Individual intervention plans and progress towards goals will be communicated to parents through the RTI committee.

Mathematics problem solving will be improved through staff development training on Singapore Math strategies that will create alignment through all grade levels.

5th Grade 2016 STAAR science scores had minimal growth from 2015 with an increase of 0.3% from 77.3% to 77.6%. This next cohort of 5th grade students will have an improved background in Science lab experience with its establishment dved with increased hands on Science instruction at all grade levels. Science lab investigations will continue to be developed for each grade level along with extra support from instructional coach and instructional aides. Purchasing of supplies and equipment will be needed to ensure hands on science lessons can be implemented at all grade levels.

## **School Culture and Climate**

### **School Culture and Climate Summary**

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

### **School Culture and Climate Strengths**

Campus office staff greets all visitors at the front door and follows district protocol to determine visitor's identification, reason for visit and to determine the appropriate access to students and designated areas of the campus.

All students participate in district aligned safety drills including fire drills, evacuation, reverse evacuation, lockdown, and shelter in place. Through these practice drills and faculty meeting trainings, teachers are prepared to lead students in responding in a prompt and effective manner.

A safety committee is established with representatives from each grade level and support staff departments to evaluate, discuss and implement procedures for every emergency scenario deemed possible.

Teachers, counselors and faculty are trained to implement the Olweus anti-bullying program through weekly lessons that teach students to interact appropriately and how to respond in a situation that could be a bullying situation.

### **School Culture and Climate Needs**

New school entry and dismissal procedures have been implemented to control the access to classroom doors which face the outdoor environment. For the 2015-2016 school year, the safety committee will continue to meet on a monthly basis to evaluate the safety concerns presented by the unique school structure in order to develop and implement procedures for continued improvement.

Student discipline will continue to be improved by implementing campus wide discipline planning through our campus safety committee. Items to discuss will include specific grade level behavior interventions, office referral expectations, alignment of possible classroom consequences and communication of classroom consequences to parents.

The fidelity and quality of Olweus lessons will be improved through walkthroughs, feedback and recommendations made by the instructional leadership team during the designated school wide Olweus lesson time.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

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.

### **Staff Quality, Recruitment, and Retention Strengths**

Staff Development is provided through a weekly Fantastic Friday period created with extended PE. Training is based on researched based best practices that promote critical thinking and problem solving with justification. Walk-throughs provide effective feedback to teachers with instruction and grade level classroom environment expectations. Weekly and monthly training is provided by (SCEI) instructional coach to maintain district initiatives such as Kagan, Thinking Maps, Marsha Tate brain compatible strategies, etc. Support for new teachers is provided through New Teacher Academy provided by instructional coaches during intersession breaks.

### **Staff Quality, Recruitment, and Retention Needs**

TEKS Academy training will be scheduled prior to every nine weeks of instruction in order to provide teacher support in gaining an in depth comprehension of TEKS curriculum (supporting and readiness standards), integrating content areas, and breaking down student expectations in order to develop an efficient instructional scope and sequence.

Continued support for additional new teachers will be provided through New Teacher Academy provided by instructional coaches during intersession breaks.

Staff development for improved Mathematics problem solving will be conducted through Singapore Math strategies that will create alignment through all grade levels.

Staff development for improved Science instruction will be conducted to implement hands on science experiments at all grade levels.

Continuation of Faculty/Staff appreciation will be implemented through:

- Daily or weekly oral and written feedback
- Teacher appreciation activities and incentives
- Teacher of the Year Award
- Show case of “Best Practices”
- Perfect Attendance Recognition



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Goal 5: 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.

### **Curriculum, Instruction, and Assessment Strengths**

Strengths  
Regular classroom walkthroughs by administration has been successful in ensuring quality instruction and providing feedback through the Eduphoria PDAS system.

RTI meetings have been successful with teachers providing documentation of steps taken for identified RTI students.

Vertical teams have been successful in ensuring that all grade levels develop content area expertise, promote collaboration, and promote consistency and aligned rigor among all grade levels.

### **Curriculum, Instruction, and Assessment Needs**

Improvement in walkthrough effectiveness will occur through alignment with Fundamental Five instructional model implementation by all teachers. Required communication and follow up plans will focus on implementation of new instructional strategies used by all teachers and support needed for growth.

The improvement of the RTI (Response to Intervention) process will provide a structure to ensure that all students are making the required progress and receiving the support needed to meet goals at their individual level of success. The fidelity of the process will be monitored by administration.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

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.

### **Family and Community Involvement Strengths**

The Kinder Hope program was implemented at the beginning of the school year to train Kindergarten parents on how to support their child for success during the school year.

Campus wide communication tools such as website, grade level newsletter, monthly calendars, weekly all calls, and weekly handout routine has been successful in improving communication and will be continued.

Monthly community activities scheduled during school hours such as Fly a Kite Day, and Plant a Flower Day have been successful to encourage parent involvement.

Family Fun Nights that focus on providing enrichment activities in Reading, Math, Social Studies and Science have also been successful to expose parents to student curriculum expectations.

In addition, the campus will continue to encourage parent involvement through our Red-Ribbon Week, Career Day/Education “Go Get It” Week, Wellness Wednesdays, Earth Day Celebrations, Family Nights, as well as our Parent Volunteer Program.

Parent Liaison workshops have been successful in providing training to parents on current topics that will support them in making informed decisions for their child.

Volunteer Program has grown and was recognized as a district top 5 program for the 2015-2016 school year. Implementation of district policy training will be provided by the campus volunteer coordinator. Volunteer procedures will be implemented to support structure, efficiency and equity of volunteer accessibility.

Escontrias will continue working with community partnerships to provide the following celebrations and incentives for student accomplishments.

- PAW Power Assemblies
- Dining with Dignity
- Perfect Attendance Recognition and Initiatives

- Achievers and Scholars Honor Roll
- Most Improved Student Award
- Accelerated Reader Initiatives
- Terrific Kids Awards
- Splash/ Field Day Celebration
- End of year Celebration Field Trips – 3rd through 5th

### **Family and Community Involvement Needs**

Parent communication will continue to be improved through developing grade level communication expectations for general information, individual student progress and praise.

Opportunities to increase parental involvement will be offered through parent trainings targeted to improve student support at home.

Escontrias Volunteer Program will continue to improve through recruiting efforts led by volunteer coordinator and implementation of district policy training provided by the district volunteer coordinator. New volunteers will be trained in expectations and procedures that improve structure, efficiency and equity of volunteer accessibility.

Escontrias will continue improving opportunities for parents and community members to participate with their children in learning events at school.

- Family Nights (Math, Technology, Reading, Language Arts, Science, etc.)
- Family Fall Festival
- Saturday Reading Club
- Movie Night with the Community
- Fly a Kite and Plant a Flower Day
- 16th of September Parade
- Olweus Anti-Bullying Kick Off
- Father and Daughter Dance
- Mother and Son Dance
- Grandparents Day Picture Activity
- Wellness Wednesdays
- Career Day
- Parent Liaison Parenting Sessions
- Read Across America
- H.O.P.E (Helping Others Progress w/ Excellence)

Escontrias will continue improving efforts to recognize student accomplishments by implementing and/or re-continuing the following initiatives:

- TOP DOG Writers Recognition

- Dining with Dignity
- Golden Tickets - PAW Power Expectations
- Perfect Attendance Recognition and Initiatives
- Pack Leaders – 5th grade Servant Leaders
- Accelerated Reader Initiatives



# Technology

## Technology Summary

The goal at Escontrias is to create blended learning environment that allows students to use technology for differentiated and engaging instruction. WIN academy classrooms are taking the lead with project based instruction and Thrive curriculum. Classroom computers are evaluated on a yearly basis to keep them operating on an up to date operating system to run the most current software applications. Options to for computer updates include converting to the district DVI system, upgrading memory or replacing out of date computers. Projectors are currently being replaced for more dependable and cost efficient units to reduce bulb replacements as recommended by the district technology department.

## Technology Strengths

-90% of classrooms have installed new Dell projectors and working towards 100% during the 2016-2017 school year.

-Kinder through 3rd grade classrooms have received a new CPU for main classroom computer connected to IWB and working towards new units for 4th and 5th grade during the 2016-2017 school year.

-Classroom have been successful in completing iStation assessments in computer labs with improved efficiency from previous years. 100% of computer stations in 4 different computer labs are using the zero clients to take advantage of the district VDI systems. This strategy has allowed approximately 100 out of date computers to be replaced in the computer labs with a cost efficient zero client.

-Computers at the elementary library are available for students before school at 7:00 AM to complete Accelerated Reading assessments, the support lab with approximately 25 computers are also available at 7:00 AM for students needing homework support. Computers at the elementary library are also available after school, Monday through Friday, from 3:15 to 4:00 PM.

## Technology Needs

Overall, 95% of teachers are efficient at using IWB software that allows them to present instructional material through flip charts and has allowed collaboration to occur in lesson delivery. This level of technology use is at a basic level and training of teachers is needed to transition into a blended learning environment. Initiatives will include training for project based learning and ordering of classroom sets of electronic devices.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership 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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources 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:** For the 2016-2017 school year, Escontrias will implement 100% of safety action plan strategies to ensure that its stakeholders feel safe at school and school events.

**Evaluation Data Source(s) 1:** Student office referrals for disciplinary incidents will decrease by 10% from the previous year of 11 code of conduct violations.

**Summative Evaluation 1:** Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The campus safety committee will lead, implement and review the Olweus anti-bullying program, discipline management program, district aligned safety drill training, and campus visitor policy.	1, 2, 4, 6, 10	Safety Committee (administration and grade level representatives)	Monthly safety committee agenda, parent communication documents, Olweus lesson plans, district safety drill documentation			
 = 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:** For the 2016-2017 school year, Escontrias will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 2:** Scheduled drills will ensure that drills are conducted in a timely manner with sign in sheets of trainings and recorded documentation of each drill conducted.

**Summative Evaluation 2:** Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The campus safety committee will meet on a monthly basis to lead, implement and review the district aligned safety drill training and audits.	1, 2, 4, 6, 10	Safety Committee (administration and grade level representatives)	Monthly safety committee agenda, teacher handbook discipline procedures, parent communication documents, district safety drill documentation, and student safety lesson sign in sheets			
 = 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 1:** For the 2016-2017 school year, 100% of Escontrias students will participate in College and Career Awareness Activities according to the district's College and Career Ready Strategic Plan.

**Evaluation Data Source(s) 1:** 100% of Escontrias students will participate in at least 2 college and career ready activities that require research and exploration.

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Instructional leadership team will evaluate current practices, programs, and systems to improve student achievement and college/career readiness. Student opportunities will include educational excursions that will foster college and career readiness. Resources will include the AVID Elementary systems and strategies.	3, 4, 8, 9	Leadership Team (Administration, Special Program representatives)	instructional walk through data, STAAR data results, review of grade level lesson plans, benchmark assessment results			
 = 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 2:** For the 2016-17 school year, 100% of Escontrias students, encompassing all special and subpopulations, will be monitored through student performance data to ensure that they reach their full potential.

**Evaluation Data Source(s) 2:** 100% of Escontrias students, encompassing all special and sub-populations, will have progress monitoring data evaluated by the end of the school year to ensure that they reach their full potential.

**Summative Evaluation 2: Met Performance Objective**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) RTI committee will evaluate individual student needs and data to ensure that all students in need of interventions are making progress to close their specific academic gap. Student data will be collected through screening assessment tools, weekly performance assessments, and documented teacher observation. Interventions will be provided through extended day tutoring and small group instructional aide support.	1, 2, 3, 6, 8, 9, 10	RTI committee (administrators, counselors, instructional coaches)	progress monitoring data, screening assessment data, weekly classroom assessments, STAAR data			
				Funding Sources: 199 - General Fund: Bilingual - \$15,000.00, 211 - Title I, Part A - \$50,000.00, 199 - General Fund: SCE - \$8,000.00		
2) Leadership team will evaluate classrooms and ensure a quality learning environment with properly functioning technology including student computers, projectors, mobile devices and internet connectivity.	1, 2, 9, 10	Leadership Team (administrators, instructional coaches)	progress monitoring data, screening assessment data, weekly classroom assessments, STAAR data			
				Funding Sources: 211 - Title I, Part A - \$15,000.00		
3) Leadership team along with grade level teams will plan and implement enrichment activities that supplement the core curriculum to include field trips, family learning nights, math competitions, and science fair competitions	1, 2, 7, 10	Leadership Team (administrators, instructional coaches) and Grade Level Teams	progress monitoring data, screening assessment data, weekly classroom assessments, STAAR data			
				Funding Sources: 211 - Title I, Part A - \$3,000.00		
= 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 3:** By January 2017, Escontrias shall increase the level of advanced academic levels as measured by STAAR, to indicate an overall student achievement from 85% (2015) to 90% as measured by TEA Index 1 and from 35 to 40 points as measured by Index 2 Post Secondary Readiness.

**Evaluation Data Source(s) 3:** Escontrias shall increase the level of advanced academic levels across the core content areas, to achieve an overall improvement in student state assessment scores of at least 4%.

**Summative Evaluation 3: Met Performance Objective**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Instructional Leadership Team will support classroom teachers by providing instructional walkthrough feedback based on the Fundamental Five instructional model, facilitating professional development opportunities and leading team discussion of relevant student data.	1, 2, 3, 4, 5, 8, 10	Instructional Leadership Team (Administrators, Counselors, Instructional Coaches, Special Program Representatives)	walkthrough feedback data, individual teacher T-TESS documentation, and staff development agendas			
				Funding Sources: 211 - Title I, Part A - \$3,000.00		
2) The campus library will continue to be developed by purchasing appropriate student library books to support instruction across all content areas.	1, 2, 9, 10	Instructional Leadership Team (Administrators, Instructional Coaches, Librarian)	purchase order requisitions, library book inventory reports, library circulation report			
				Funding Sources: 211 - Title I, Part A - \$3,000.00		
 = 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:** For the 2016-2017 school year, Escontrias will improve its state assessment average in Reading from 86% (Spring 2015) to 90% met standard for all students.

**Evaluation Data Source(s) 4:** Student state assessment scores in Reading and writing will improve by 4%.

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Classroom teachers will evaluate individual student Reading needs and data to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading data will be collected through screening assessment tools and weekly performance assessments. Students will be identified and provided interventions based on a 3 Tier model system. Tier 2 and 3 student data will be monitored on a weekly basis. Resources will include Motivation Reading, Kamico Reading Diagnostic, Lone Star Target Reading, Education Galaxy, Renaissance AR Reading and Nine Enterprises (Johnny Can Spell) GF Educator Material, Scholastic Phonics, Curriculum Associates, ECS Learning Systems, Lakeshore Learning and STAAR Master . Appropriate dictionaries will also be used to support and develop vocabulary development.	1, 2, 3, 6, 8, 9, 10	classroom teachers	RTI meeting agenda, screening assessment data, student Tier data, Motivation Reading, AR Reports, assessments for 2nd through 5th Grade, Kamico Diagnostic Assessments for 3rd & 4th Grade.			
	Funding Sources: 211 - Title I, Part A - \$8,000.00, 199 - General Fund: Bilingual - \$1,000.00, 199 - General Fund: SCE - \$2,000.00					
 = 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 5:** For the 2016-17 school year, Escontrias will improve its state assessment average in Mathematics from 85.5% (Spring 2015) to 90% met standard for all students

**Evaluation Data Source(s) 5:** Student state assessment scores in mathematics will improve by 4%.

**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
1) Classroom teachers will evaluate individual student Math needs and data to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Math data will be collected through screening assessment tools, weekly performance assessments, and documented teacher observation. Students will be identified and provided interventions based on a 3 Tier model system. Resources will include Motivation Math, Math Warm Ups, Lone Star Target, Education Galaxy, Peoples Education STAAR Math, STAAR Master, ECS Learning Systems and Measuring Up STAAR practice.	1, 2, 3, 8, 9, 10	classroom teachers, administration	weekly assessment data, classroom walk through data, benchmark data, STAAR data, Motivation Math Assessments, Measuring Up Math Assessments, and Education Galaxy Data			
	Funding Sources: 211 - Title I, Part A - \$8,000.00, 199 - General Fund: Bilingual - \$1,000.00, 199 - General Fund: SCE - \$2,000.00					
= 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:** For the 2016-2017 school year, Escontrias will improve its state assessment average in Science from 77% (Spring 2015) to 85% met standard for all students.

**Evaluation Data Source(s) 6:** Student state assessment scores in Science will improve by 4%.

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Classroom teachers will evaluate individual student Science data to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Science data will be collected through weekly performance assessments, and documented teacher observation. Resources to purchase will include Motivation Science, Forde Ferrier Science, Education Galaxy, Carolina Biological Supply and STEMSCOPES.	1, 2, 3, 4, 8, 9, 10	Classroom teachers, administration	weekly assessment data, professional development agendas, classroom walk through data, benchmark data, STAAR data, Motivation Science Assessments and Education Galaxy Data			
	Funding Sources: 211 - Title I, Part A - \$2,000.00, 199 - General Fund: Bilingual - \$1,000.00, 199 - General Fund: SCE - \$2,000.00					
2) Instructional Leadership Team will support classroom Science instruction by creating a science lab to provide hands on scientific investigations. Science lab equipment will be purchased and support from a temporary instructional aide will be provided.	1, 2, 3, 4, 5, 10	Instructional Leadership Team (Administrators, Counselors, Instructional Coaches, Special Program Representatives)	weekly assessment data, professional development agendas, classroom walk through data, benchmark data, STAAR data, lesson plans			
	Funding Sources: 211 - Title I, Part A - \$13,200.00, 199 - General Fund: SCE - \$1,200.00					
= 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:** For the 2015-2016 school year, Escontrias will improve its state assessment average in Writing from 81% (Spring 2015) to 90% met standard for all students.

**Evaluation Data Source(s) 7:** Student state assessment scores in Writing will improve by 4%.

**Summative Evaluation 7:** Significant progress made toward meeting Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Classroom teachers will evaluate individual student Writing needs and data to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Writing data will be collected through weekly performance assessments, and documented teacher observation. Resources will include Curriculum Associates Writing STAAR Ready, Empowering Writer, Lakeshore Learning and Kamico Writing Diagnostic. Appropriate dictionaries will also be used to support and develop vocabulary development.	1, 2, 3, 4, 8, 9, 10	classroom teachers, administration	weekly assessment data, professional development agendas, classroom walk through data, benchmark data, STAAR data, Curriculum Associates Writing STAAR Ready, Kamico Writing Diagnostic			
	Funding Sources: 211 - Title I, Part A - \$3,000.00, 199 - General Fund: SCE - \$500.00					
 = 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, 100% of teachers will demonstrate a proficient rating as measured by T-TESS.

**Evaluation Data Source(s) 1:** Percentage of teachers with a "Proficient" rating in domains 1 through 4 on T-TESS will be 100%.

**Summative Evaluation 1:** Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Instructional Leadership Team will support classroom teachers by providing instructional walkthrough feedback based on individual teacher goals, professional development on research based best practices during TEKS Academy sessions, and team discussion of relevant student data.	1, 2, 3, 4, 5, 8, 10	Instructional Leadership Team (Administrators, Counselors, Instructional Coaches, Special Program Representatives)	weekly assessment data, T-TESS documentation, professional development agendas, classroom walk through data, benchmark data, STAAR data			
Funding Sources: 211 - Title I, Part A - \$3,000.00						
 = 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:** For the 2016-2017 school year, Escontrias will maintain 100% Highly Qualified teachers in all core academic subjects.

**Evaluation Data Source(s) 2:** All core academic teachers meet the 100% Highly Qualified status

**Summative Evaluation 2:** Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administration team will form and lead interview committees made up of members of the instructional leadership team and grade level teachers when filling faculty and staff vacancies.	2, 3, 4, 5	Administration	Interview committee agenda, interview recommendation sheet			
 = 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, Escontrias will provide professional development opportunities in all core content areas to increase student met standard performance in all core content areas by 5% as compared to the 2015-2016 school year. .

**Evaluation Data Source(s) 3:** Escontrias student met standard performance will increase by 5% as compared to the 2015-2016 school year.

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Instructional leadership team and classroom teachers will collaboratively evaluate current practices, programs, and systems to adjust, plan and implement ongoing staff development that will be provided at a minimum of 2 times monthly. Staff development will include DI (differentiated instruction), Thinking Maps, Balanced Reading and AVID Summer Institute Conference.	1, 2, 3, 4, 5, 8, 10	Instructional Leadership Team (Administrators, Counselors, Instructional Coaches, Special Program Representatives)	Instructional Leadership Team meeting agendas, staff development agendas, classroom walk through data			
Funding Sources: 199 - General Fund: SCE - \$0.00, 211 - Title I, Part A - \$6,500.00						
 = 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:** By the end of the 2016-2017 school year, 100% of Escontrias teachers will be familiar with the requirements of House Bill 5.

**Evaluation Data Source(s) 4:** 100% of the campus staff will be made aware of House bill 5 requirements

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The campus administrators will present House Bill 5 information to faculty, staff, parents and students through monthly faculty meetings, after school community meetings, and written parent communication.	2, 6	Administration Team	monthly faculty meeting agendas, community meeting agendas, written parent communication documents			
 = 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:** During the 2016-2017 school year, Escontrias will increase the number of collaborative educational involvement activities and events for parents and community members by 3% as compared to the to the prior school year, to promote teamwork and unity in the education of students.

**Evaluation Data Source(s) 1:** The number of parents participating in campus level activities will increase by 3% from last year.

**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) Parent Liaisons, faculty, staff and administration will provide educational involvement activities and events for parents and community members on current issues and trends that affect students' safety in the social, emotional, physical and educational setting. Parent Liaisons will be trained to develop their knowledge and presentation skills. Activities will include: refreshments, supplies and materials for family frameworks and parent meetings.	1, 2, 6, 7, 10	Instructional Leadership Team (Administrators, Counselors, Instructional Coaches, Special Program Representatives)	Parent Sign-In Sheets			
	Funding Sources: 211 - Title I, Part A - \$18,500.00					
 = 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:** For the 2016-2017 school year, Escontrias will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 4%.

**Evaluation Data Source(s) 2:** The number of notifications sent from the district and the campuses will increase by 4% in efforts of bolstering communication between parents and schools.

**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) Disseminate information to parents and community regarding campus initiatives, programs and general information through campus monthly newsletters, event-driven flyers, campus website, automated phone messages, marquee postings and family nights.	1, 2, 6, 10	Administration	campus monthly newsletters, event-driven flyers, campus website, automated phone messages, marquee postings and family night sign in sheets			
	Funding Sources: 199 - General - \$500.00, 199 - General Fund: Bilingual - \$200.00, 211 - Title I, Part A - \$100.00					
 = 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:** By the end of the 2016-2017 school year, Escontrias will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education by 3% over the previous year

**Evaluation Data Source(s) 3:** Increase the percentage of partnerships from the previous year by at least 3%

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Campus counselors and parent liaisons will make contact with businesses, higher education institutions, and other outside agencies to create partnerships that support student education.	1, 2, 6	campus counselors, parent liaisons, administration	increased number of partnerships with businesses, higher education institutions, and other outside agencies			
Funding Sources: 199 - General - \$300.00						
= 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, Escontrias will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 4% as compared to the 2015-2016 school year.

**Evaluation Data Source(s) 4:** Increase of parent attendance at school meetings and events by 4% as compared to the 2015-2016 school year.

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Parent Liaisons, faculty, staff and administration will provide educational involvement activities and events for parents and community members on current issues and trends that affect students' well being in the social, emotional, physical and educational setting.	1, 2, 6, 7, 10	parent liaisons, faculty, staff and administration	community event sign in sheets			
 = 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 1:** During the 2016-2017 school year, Escontrias will ensure that 100% of teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

**Evaluation Data Source(s) 1:** 100% of all at-risk students will receive interventions instruction during and after school.

**Summative Evaluation 1:** Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) RTI committee will collaborate with classroom teachers every 3 weeks to evaluate individual student data and ensure that at-risk students receive meaningful and effective interventions that result in closing student academic gaps.	1, 2, 3, 8, 10	RTI committee (administrators, counselors, instructional coaches, special program representatives)	RTI committee agenda, intervention documentation, at-risk logs			
Funding Sources: 199 - General Fund: Bilingual - \$12,000.00, 211 - Title I, Part A - \$14,000.00, 199 - General Fund: SCE - \$7,200.00						
= 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:** For the 2016-2017 school year, the attendance rate for all students at Escontrias will maintain the district goal of 97% and will increase from 97.15% achieved during the previous school year.

**Evaluation Data Source(s) 2:** Monthly and end of year attendance data will be greater than 97% rate.

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The campus attendance committee will lead, implement and review attendance initiatives that provide incentives and accountability for students and parents.		Safety Committee (administration, counselors and grade level representatives)	monthly attendance committee agenda, teacher handbook procedures, parent communication documents, 9 weeks incentives, review of end of year attendance data			
	Funding Sources: 199 - General - \$1,000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

# State Compensatory

## Budget for Escontrias Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-111-30-30-000-6118	6118 Extra Duty Stipend - Locally Defined	\$27,290.00
199-11-111-30-55-000-6118	6118 Extra Duty Stipend - Locally Defined	\$9,770.00
199-11-111-30-80-000-6118	6118 Extra Duty Stipend - Locally Defined	\$3,840.00
199-11-111-30-80-998-6118	6118 Extra Duty Stipend - Locally Defined	\$26,000.00
199-11-111-30-00-000-6118	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,181.90
199-11-111-30-16-000-6118	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$48,656.99
199-11-111-30-80-000-6125	6125 Salary Support - Locally Defined	\$14,100.00
199-11-111-30-00-000-6129	6129 Salaries or Wages for Support Personnel	\$17,316.85
199-12-111-30-00-000-6129	6129 Salaries or Wages for Support Personnel	\$8,658.43
<b>6100 Subtotal:</b>		<b>\$215,814.17</b>



**Personnel for Escontrias Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andres Batista	Teacher	CSR	1
Blanca Ureno	Teacher	WIN Academy	1
Claudia Marquez	Instructional Coach	SCEI Coach	1
Elizabeth Garcia	Teacher	WIN Academy	1
Jessica Nieto	Temporary Instructiona Aide	WIN Academy	1
Maria Zuniga	Instructional Aide	Intervention	.5
Mayra Torres	At Risk Aide	Intervention	1
Mayte Marquez	Teacher	WIN Academy	1
Sanjuana Perez	Teacher	WIN Academy	1

# Title I

## Schoolwide Program Plan

### Ten Components of a school wide program

- 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).
- 2. 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.
- 3. 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.
- 4. High Quality and Ongoing Professional Development** 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.
- 5. 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.
- 6. Strategies to Increase Parental Involvement** Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
- 7. 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.
- 8. 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.
- 9. 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.

**10. 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.

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

Escontrias evaluates multiple data factors including formative and summative student achievement in all academic areas, discipline data, attendance, staff development, and community involvement data. Strengths and weaknesses are addressed to ensure continuous growth for student success academically and emotionally.

### **2: Schoolwide Reform Strategies**

Escontrias provides opportunities for all students to be successful through multiple support systems. Ensuring that students feel safe is a priority through our safety policies and protocol. The Olweus program is also key in ensuring that students are physically and emotionally secure to allow learning to take place. The RTI system monitors student progress as a team by using frequent data points to determine needed interventions.

### **3: Instruction by highly qualified professional teachers**

Escontrias ensures that instruction is provided by highly qualified professional teachers through the district application process and campus interview committees. Input from multiple interview committee members is used to select the most qualified candidate that fits into the high achieving school culture. Teachers are supported through the evaluation system that provides feedback for individual growth.

### **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**

Escontrias attracts highly qualified teachers through establishing a collaborative culture, providing staff development and resources that supports teachers to be successful.

### **6: Strategies to increase parental involvement**

Escontrias provides opportunities for parents to gain knowledge on how to better support their child. Parent liaisons provide weekly classes in this area during school hours, the Latino Literacy Program provides opportunities after school with child care support, and monthly family nights are conducted to model hands on activities in the different content areas.

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

The Escontrias PreKindergarten students are transitioned from early childhood programs through a developmentally appropriate curriculum that supports reading readiness, writing, fine motor skills, number sense, science exploration, and social skills. PreK students are included in school wide initiatives such as family nights, career days and field trip presentations.

#### **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**

Teachers are included in decisions regarding the use of academic assessments through their input on purchasing supplemental resources that aligns best with the rigor of the Texas Essential Knowledge and Skills.

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

Escontrias ensures that effective timely assistance for students are provided using daily, weekly, and monthly formative assessments that monitor student's progress in the core content areas. Interventions are then provided through a scheduled daily intervention time where students receive targeted small group instruction. After school and intersession classes also supplement interventions with remedial and accelerated instruction.

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

Escontrias coordinates the integration of federal, state and local services by allocating and expending funds to provide a high quality education to all students. Funds are used to provide instruction that is hands on, interactive, technology rich, and differentiated to student's needs.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andres Batista	5th Grade Teacher	Class Size Reduction	1
Angelina Porras	Instructional Aide	Intervention	.5
Krystle Reyes	Instructional Aide	Intervention	.5
Sylvia Carajal	Parent Liaison		1
Veronica Juarez	Instructional Aide	Intervention	.5

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jesse Aguirre	Principal
Classroom Teacher	Nevarez, Bernice	3rd Grade Teacher
Classroom Teacher	JoAnn Hernandez	1st Grade Teacher
Classroom Teacher	Evans, Julia	5th Grade Teacher
Classroom Teacher	Sigala, Luz	4th Grade Teacher
Classroom Teacher	Marquez, Mayte	2nd Grade Teacher
Classroom Teacher	Jasso, Mercedes	Librarian
Classroom Teacher	Arellanes, Veronica	PreK Teacher
Community Representative	Blanca Topete	Partner in Education
District-level Professional	Denisa Morales	Technology Specialist
Parent	Vanessa Padron	Parent

# Campus Funding Summary

<b>199 - General</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	2	1	General Supplies \$500		\$500.00
4	3	1	General Fund \$300		\$300.00
5	2	1	General Fund Supplies \$1000, checking account fundraising		\$1,000.00
<b>Sub-Total</b>					<b>\$1,800.00</b>
<b>199 - General Fund: SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	1	State Comp Extra Duty \$8000		\$8,000.00
2	4	1	State Comp Supplies \$2000		\$2,000.00
2	5	1	State Comp Supplies \$2000		\$2,000.00
2	6	1	State Comp Supplies \$2000		\$2,000.00
2	6	2	State Comp Supplies \$1200		\$1,200.00
2	7	1	State Comp Supplies		\$500.00
3	3	1	SCE Instructional Coach 1 FTE		\$0.00
5	1	1	State Comp Extra Duty \$7200		\$7,200.00
<b>Sub-Total</b>					<b>\$22,900.00</b>
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	1	Title 1 Extra Duty \$14,000 - Title 1 Instructional Aides (3) @ \$12000		\$50,000.00
2	2	2	computers, projectors, mobile devices		\$15,000.00
2	2	3	enrichment activities that supplement the core curriculum		\$3,000.00
2	3	1	Substitutes		\$3,000.00
2	3	2	Library Books		\$3,000.00
2	4	1	Title 1 Supplies \$8000		\$8,000.00

2	5	1	Title 1 Supplies \$8000		\$8,000.00
2	6	1	Title 1 Supplies \$2000,		\$2,000.00
2	6	2	Title 1 Supplies \$1200		\$1,200.00
2	6	2	Title 1 TIA \$12000		\$12,000.00
2	7	1	Title 1 Supplies \$3,150 - State Comp Supplies		\$3,000.00
3	1	1	See Objective 2, Goal 4, Strategy 1		\$3,000.00
3	3	1	Staff Development		\$6,500.00
4	1	1	Parent Liaison - Title 1: \$17,500 (1 FTE)		\$17,500.00
4	1	1	Supplies		\$1,000.00
4	2	1	Title I Supplies \$100		\$100.00
5	1	1	Title 1 Extra Duty \$14,000		\$14,000.00
<b>Sub-Total</b>					\$150,300.00
<b>199 - General Fund: Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	1	Bilingual Tutoring \$3060 - Bilingual Instructional Aide \$12000		\$15,000.00
2	4	1	Bilingual Supplies \$1000		\$1,000.00
2	5	1	Bilingual Supplies \$1000		\$1,000.00
2	6	1	Bilingual Supplies \$1000		\$1,000.00
4	2	1	Bilingual Supplies \$200		\$200.00
5	1	1	Bilingual Instructional Aide \$12000		\$12,000.00
<b>Sub-Total</b>					\$30,200.00
<b>Grand Total</b>					\$205,200.00