

Socorro Independent School District
Helen Ball Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Helen Ball Elementary School works collaboratively with all stakeholders to build brighter futures. We nurture the intellectual, emotional, social, and physical growth of all students. Together we will create a community of life-long learners who will be college and career ready.

Vision

Tomorrow's Leaders Learning Today

Value Statement

Socorro ISD Board Members

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Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 5 |
| Demographics | 5 |
| Student Achievement | 7 |
| School Culture and Climate | 12 |
| Staff Quality, Recruitment, and Retention | 13 |
| Curriculum, Instruction, and Assessment | 14 |
| Family and Community Involvement | 15 |
| School Context and Organization | 16 |
| Technology | 16 |
| Comprehensive Needs Assessment Data Documentation | 19 |
| Goals | 20 |
| 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. | 20 |
| 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 | 25 |
| 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. | 36 |
| 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. | 40 |
| 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. | 44 |
| State System Safeguard Strategies | 49 |
| Federal System Safeguard Strategies | 51 |
| State Compensatory | 53 |
| Personnel for Helen Ball Elementary: | 53 |
| Title I | 54 |
| Schoolwide Program Plan | 54 |
| Ten Schoolwide Components | 54 |
| Title I Personnel | 56 |
| Campus Improvement Committee | 57 |
| Campus Funding Summary | 58 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Helen Ball Elementary School is one of 48 campuses in Socorro Independent School District. **Helen Ball Elementary** opened its doors in 1995 in the Montwood High School feeder pattern and serves approximately 789 students in grades Kindergarten to fifth.

The student population is 1.14% African-American, 4.56% Anglo, .76% Asian, 93.03% Hispanic, 49% male and 51% female with a low socioeconomic status of 72.12% or 565 students. The staff population is 10% Anglo, 90% Hispanic. 20% of teachers have 1-5 years experience, 38% have 6-10 years experience, 28% have 11-20 years experience, and 8% have over 20 years experience. average of number years of experience. The overall mobility rate for the campus is approximately 15%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.45%. The average daily attendance rate for staff is 96.50% . There is a total of 116 discipline referrals this year, which is decrease of 23% from last year. Helen Ball Elementary serves 202 English Language Learner students, 22 students in the Gifted and Talented program, 385 students are at-risk, 42 students identified for 504 services, and 76 students are served through special education services.

Demographics Strengths

Helen Ball Elementary, specifically our teachers and staff, take pride in serving students who come to our border community campus from around the world. Due to the many changes our border city has experienced these last few years, Helen Ball continues to understand the importance of the global economy and the true meaning of producing 21st Century Citizens.

Helen Ball Elementary teachers and staff understand the need to provide targeted interventions and extended learning opportunities to ensure a better future for our students. Summer School, Fall and Spring intersession, morning and after school tutoring, Saturday camps, ICU, and a intervention schedule to ensure target interventions have all been implemented this year to help support 385 students who are currently at risk. CIS provides an additional level of support that extends beyond our school and classrooms, home visits and goal setting are part of the intervention plan.

Demographics Needs

Helen Ball Elementary served 928 students in 2014-2015. With the relocation of PK, our campus enrollment decline to 789 students. Since 2011 our enrollment numbers continue to decline. Attendance rates have been consistent in the last four years with an average percentage attendance rate of 96.3%. This attendance rate is amongst the lowest in our district. Attendance Summit to inform parents of the attendance requirements and timely intervention for

students with attendance issues will continue to be the focus for the 2016-2017 academic school year. Attendance initiatives will be distributed on a more consistent basis and the attendance committee will convene regularly to update the plan based on the needs of the campus. Counseling sessions and Olweus lessons will continue to be implemented with fidelity to ensure the safety of all students and promote attendance.

Student Achievement

Student Achievement Summary

Building Brighter Futures is the academic vision at Helen Ball Elementary. Our work was aimed at ensuring that teachers across all grade levels were able to provide guided reading/math and implement targeted interventions effectively to help address individual needs and ensure all students reach their full potential. Formative assessments created by district instructional officers are administered every 9 weeks to determine if the district curriculum is implemented with fidelity and student expectations are addressed to the correct rigor and specificity. Teachers participate in grade level data analysis meetings, TEKS academies, and PLCs to identify strengths and weakness, develop action plans, and create lesson plans. The evaluation of the grade level data and action plan is recorded on a data sheet and posted on the data wall to help track students progress.

Walkthroughs, Instructional Rounds, Data talks, and implementation of an effective RTI program ensure that students' difficulties were not due to inadequate instruction/intervention. All students were assessed on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners. Prescribed interventions provided by Istation were implemented in small group or one to one setting. Intervention/Morning and after school tutoring session/Saturday camps were among the extended learning opportunities offered to address the needs of struggling learners.

Student Achievement Strengths

Milestones Kinder-Second Grade

For the 2015-2016 academic school year, funding was investing in providing staff development, planning, and resources to help teachers raise the literacy achievement of their students and also elevate their own teaching expertise in the area of guided reading and small group intervention. An intervention schedule was developed and a Teacher Instructional Assistance was providing for the 30 minute intervention block. Teachers and Interventionist provided small group targeted intervention to At-risk students. Teacher followed a systematic approach to guided reading/intervention by using Fountas and Pinnell resources. Significant gains were made in our Kinder and First grade LEP populations as satisfactory levels ranged from 5% to 43% point increase, with gains in Kinder and First grade. Percentage of LEP students receiving advanced performance also shows significant gains.

Istation Data

Kindergarten- 2nd grade students, have shown increases in their reading proficiency as measured by iStation. Each grade level is allotted 45 minutes of computer lab time to use the iStation program. The use of Istation is encouraged at home as students are given their user name and password at the beginning of the year. A morning tutoring session with an At-risk TIA was provided Monday-Friday for any student who did not have access to internet at home. The following is the data for grades 1st-2nd:

First Grade- Tier 1= 80% (+24%) Tier 2- 16% (-5%) Tier 3- 4% (-23%)

Second Grade- Tier 1- 80% (+25%) Tier 2- 12% (-11%) Tier 3 .07% (- 21.93%)

TCM Data

TCM was administered at the BOY, MOY, and EOY to monitor students' growth in the area of mathematics. Both Kinder and First grade students demonstrated gains as follows:

Kinder- Satisfactory- 100% (+7%) Advanced - 76% (+8 %)

First- Satisfactory- 96.5 % (+7%) Advanced- 62% (+21%)

Students in both of the grade levels mentioned above also demonstrated significant gains for each of the subgroups represented.

Writing Initiative

Kinder- Satisfactory- 93% (+2%) Advanced- 6% (-34%)

First- Satisfactory- 91% (+18%) Advanced- 28% (+18%)

Second- Satisfactory- 88% (-5%) Advanced- 6% (-8%)

Third- Satisfactory- 78% (+6%) Advanced- 4% (-2%)

Fifth- 97% (+3%) Advanced- 10% (-18%)

5th Grade Math and Reading STAAR data after 2nd administration

Math- Satisfactory 96% (+12.8%) Advanced- 29.6% (+7.7%)

Reading- Satisfactory- 90.4% (+3.4%) Advanced-25.6% (+6%)

5th Grade Science- Professional Development was provided on hand-on inquiry lessons using the Stemsopes resources/programs pay huge dividend for us this year. It provided teachers a common resource to use for planning. A lab was set up and provided a place where students felt like scientist and materials readily available allow students to participate in hands on experiments throughout the year.

Science- Satisfactory 80.8% (+12.2%)

| STAAR | 2014-2015 | 2015-2016 | CHANGE |
|--------------|------------------|------------------|---------------|
| | 82.8%, 19.2% | 80.3%, 20.4% | -2.5%, 1.2% |
| READING | 82.7%, 3.9% | 65.6%, 13.3% | -17.1%, 3.9% |
| WRITING | 68.6%, 5.1% | 80.8%, 3.2% | 12.2%, -1.9% |
| SCIENCE | 83.5% 22% Adv. | 84% 20.7% | .5%, -1.3% |
| MATH | | | |

Student Achievement Needs

Continued improvement efforts will be made to ensure 100% of students attending Helen Ball Elementary achieve academically in all content areas

1. 2016 STAAR data reveals that students passing rates in writing decrease by 17% points and the number of students reaching the advanced level also decreased by 10% points.

Milestones Kinder-Second Grade

Ongoing efforts in the implementation and fidelity of guided reading and intervention will be monitored for our second grade students. Percentages of students performing at the satisfactory and advance levels in the EOY assessments for 2016 show a decrease of 20% points from the previous year.

Istation Data

We will continue our intervention and progress monitoring for our students in Kinder as the data from Istation demonstrates a decrease in students reaching

Tier 1 and an increase of students in Tier 2.

Kinder- Tier 1= 61% (-12%) Tier 2= 28% (+14%) Tier 3= 11% (no +/- noted)

TCM Data

Students in second grade did not experience the same success as students in Kinder and First. Additional support for both teachers and students will be provided to help improve Tier 1 instruction and ensure we are able to close the achievement gap.

Second- Satisfactory - 85% (-6%) Advanced- 45% (- 5%)

LEP and Special Education students demonstrated a decrease in both the Satisfactory and Advance levels.

LEP- Satisfactory- 80% (-12%) Advanced- 47% (-1%)

SPED- Satisfactory- 62% (-16%) Advanced- 15% (-35%)

Writing Initiative

Percentages of students receiving advanced performance decreased across all grade levels with the exception of first grade.

5th Grade Math, Science, and Reading STAAR data after 2nd administration

Continue to provide enrichment opportunities through the implementation of a Super School Program to increase the number of students receiving advanced performance

Science- Advanced (-1.9%)

4th Grade Writing

Student

3rd Grade Reading and Math STAAR data

Math- Satisfactory 81.7% (-3.7%) Advanced 15.7% (-10.6%)

| STAAR | 2014-2015 | 2015-2016 | CHANGE |
|--------------|------------------|------------------|---------------|
|--------------|------------------|------------------|---------------|

| | | | |
|---------|----------------|--------------|--------------|
| | 82.8%, 19.2% | 80.3%, 20.4% | -2.5%, 1.2% |
| READING | 82.7%, 3.9% | 65.6%, 13.3% | -17.1%, 3.9% |
| WRITING | 68.6%, 5.1% | 80.8%, 3.2% | 12.2%, -1.9% |
| SCIENCE | 83.5% 22% Adv. | 84% 20.7% | .5%, -1.3% |
| MATH | | | |

School Culture and Climate

School Culture and Climate Summary

Helen Ball Elementary students understand the expectation that "Good is not good enough, only the our best will do" Students are provided with PBIS annual assembly and expectations of being safe, respectful, and responsible are reviewed. Students received gold tickets for modeling our expectations. Positive referrals process allows teachers to refer model students or students who are demonstating improved behavior are recognized. Students in grades 3-5 participate in an annual Olweus survey. This survey provides valuable information in regards to how the students feel while at our campus. Another data source that is valuable in providing information regarding the culture and climate of the school is the Climate Survey providing by our district. This two surveys and the data is shared with all stakeholders and an action plan is developed to improve the climate and culture of the campus. Mentoring programs such as CHAMPs are PALS are in placed to help our students feel valued, respected, and supported. In addition to these support system, the WATCH dog program, Volunteer Moms, and Girls/Boys Scouts provide additional support for students and promotes parental involvement.

School Culture and Climate Strengths

Direction one at SISD is to ensure a safe and supportive environment for our students. Teachers, Support Staff, and Administrators are highly visible before/after school. During school hours the use of Hall Pass system allow us to receive alerts when there is sex offender visiting our campus. We are able to intervene before that person is allowed access to our building. The WATCH dog program has also been instrumental in providing an extra set of eyes and ears to ensure students are being respectful, responsible, and safe. Both the Safety and Olweus committees play a pivotal role in ensuring that the EOP and Olweus plan are implemented with fidelity, data is analyzed, and actions plans are developed to continue to provide a safe and supportive environment for all our stakeholders. The ratings on the climate surveys are affirmation of our efforts.

School Culture and Climate Needs

On going efforts are being made to provide students with a more proactive approach in discipline. In reviewing discipline data for this year, we found there was a significant decrease in the number of referrals submitted to the office. Although this appears to be a strength, we found that there were many behavior concerns when students participate in unstructured settings. The majority of incidents reported and those not reported through a discipline referral occured during recess, PE, and on our school buses. PE coaches, staff, monitors, and teachers will participate in PBIS training to help improve the overall climate of the school. Collaborative efforts will be made to work with transportation department to ensure discipline is monitored and improved while students are being transported to and from school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Helen Ball Teachers and staff play a pivotal role in how our students will one day compete with others from around the world. They are one of the many “strengths” Helen Ball has to offer our educational stakeholders. Teachers continuously and consistently participate in Professional Development sessions offered by our district. They actively participate in grade-level planning and take ownership of their data during PLCs. Although the vertical alignment process continues to grow and evolve, it is suggested that a more concerted effort be made to create more opportunities for teachers to cross-grade level meet.

Staff Quality, Recruitment, and Retention Strengths

The ILT suggests teachers from each grade level sign up at the beginning of the year to serve in vertical alignment teams that will not only review assessment data, but also discuss best practices, strategies, and share resources. Professional development opportunities provided by both district and campus, modeling sessions, support for new teachers through mentor initiatives, and a concerted effort to improve campus climate and culture have positively impacted our campus and will continue to be a way of ensuring our great teachers remain in this profession. Attendance rates for teachers significantly improve this year in comparison to the 2014-2015 school year. Teacher attendance in 14-15 was at 95.38. Teacher attendance this year improved by 1.12% points and is at 96.50%.

Staff Quality, Recruitment, and Retention Needs

Helen Ball Elementary teachers with less than five years experience represent 20% of our teaching staff. The SIT committee is committed to ensuring these teachers receive the guidance, feedback, and opportunity to go observe other classes, continue to attend professional staff development, participate in goal setting, and meet regular with mentors and administrators to help them build capacity and improve their efficacy.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Building Brighter Futures is the academic vision at Helen Ball Elementary. Our work was aimed at ensuring that teachers across all grade levels were able to provide guided reading/math and implement targeted interventions effectively to help address individual needs and ensure all students reached their full potential. In collaboration with SISD Instructional officers, resources and professional development were provided in the areas of writing, reading, math, and science to help our teachers elevate their own teaching expertise and raise the achievement rates for all our learners. The implementation of the Fundamental Five along with the resources purchased to include Fountas and Pinnell, Alice Nine Grammar, JCS, and Stemsopes were geared towards Tier 1 instruction.

Curriculum, Instruction, and Assessment Strengths

Although 2015-2016 assessment data is not available, students in grades Kinder-2nd at Helen Ball Elementary have demonstrated significant gains in the district assessments. As outlined in the student achievement area of our plan, students continue to make significant due to the efforts of the committees members who represent of subgroups. The ARD, 504, and LPAC committee members ensure the effective and consistent implementation of the instructional and linguistic accommodations. Helen Ball Elementary teachers will continue to participate in PLCs and TEKS academies to evaluate data, develop intervention plans, and plan for tier one instruction.

Curriculum, Instruction, and Assessment Needs

Helen Ball Elementary students are currently not monitoring their own academic progress or participating in goal setting sessions. Our counselor will be provided goal setting session in order to empower each of our students. Goal setting sessions will provide students something specific to strive for, which can result in higher motivation and help increase the level of confidence.

Family and Community Involvement

Family and Community Involvement Summary

“Achieving Success as a Team!” is the vision of our Superintendent of Schools, Dr. Espinoza. At Helen Ball Elementary we have an Instructional Leadership Team, Faculty and staff who understands the value and importance of promoting parental involvement opportunities. We commence the 2015-2016 school year with an Open House event that allowed parents, students, and teachers to get acquainted and review school and classroom expectations before the start of the academic year. At the Open House event parents were encourage to sign up for our volunteer program, W.A.T.C.H. Dogs initiative, provided information on the online resources (Istation, TTM, and AR). Parents were also invited serve in a various leadership committees to included Olweus, Safety, Attendance, LPAC, SIT, and the Parent Advisory Committee at district level.

Family and Community Involvement Strengths

Helen Ball Elementary administrators, teachers and staff understand the importance of communication. It is a campus expectation to respond promptly to parent concerns, honor their contributions, and share responsibilities in promoting student achievement. Teachers communicate with parents via an agenda on a daily and/or weekly basis according to the student's individual needs. A monthly newsletter, twitter post, SISD app, and Blackboard messages outlined the activities and learning opportunities available to parents each month. The newsletter also includes academic and attendance data to inform parents on the academic progress we are making as a learning community.

Grandparents Day, Father/Daughter Dance, Christmas Program, Movies under the STARS, Movies with Mom, Talent Shows, and Festivals were held to promote an inviting social environment. Accelerated Reader information night, Math/Science/Reading Family nights, Scholastic Reading Activities, Kinder Readiness Workshop, SSI/STAAR parent Information night, Attendance Summit, and home visits were implemented to improve student achievement.

Family and Community Involvement Needs

An ongoing effort is to improve communication with parents via Blackboard and SISD application. In reviewing the reports for Blackboard we found that many parents do not pick up the calls. We also found that contact information has not been updated. A continual effort will be made to increase participation in the events held to promote student achievement as attendance in these types of events is significantly less than attendance rates for social events. Customer surveys and parent concern forms will be readily available for parents to provide feedback so that we can continue to meet the district expectations is regards to customer service. On the 2015 Climate Survey parents reported that they would like to see more enrichment activities for students who are excelling in academics. Also they would like to see the administrators outside during duties. A partnership with an art compay will be established and Boy/Girls Scout clubs along with other school clubs to provide enrichment opportunities. Duty Schedules will be modified to ensure both administrators are covering duty in the drop off area in the am in lieu of playground duty to ensure administrators are visible.

School Context and Organization

School Context and Organization Summary

SISD has developed five strategic directions which provide a blueprint for the context and organization of our district and our school. At Helen Ball Elementary goals, performance objectives and strategies are communicated and reviewed monthly by our SIT committee members. A teacher from each of the grade level, SCEI, Librarian, Assitant Principal, CIS, Counselor, District Representative, Parent, Business partner, and Principal represent the SIT committee. Our goal is to evaluate the current structures at the campus for their effectiveness. Member of the committee have a strong level commitment and are focused and ensuring students receive a quality education.

School Context and Organization Strengths

SIT members and teachers are contributing members and are actively involved in identifying problems and developing actions plans to ensure instructions is at the forefront of all that we do. Teachers develop PLC and grade level meeting team norms to ensure equity in the discussion and contribution of the ideas. Participation in the climate survey allows teachers to identify areas of strengths/weakness and voice their need for additional support or guidance.

School Context and Organization Needs

In addition to climate survey, Helen Ball Elementary will develop a system to involve more teachers in the decision making process. Cognitive Coaching session will be help teachers and administrators to continue to work collaboratively.

Technology

Technology Summary

At Helen Ball Elementary concerted efforts will be made to better delineate the use of technology and the integration of technology in their classrooms. As we prepare our students for the College and Career of their choice we must deepen our understanding of the technological world they live in. For the 2016-2017 professional staff developments are available to promote the use and integration of technology in every classrooms. SCE-I and Librarian will work collaboratively with district technology staff to embedded the use of technology in each of the staff development opportunities provided in the 2016-2017 academic year. Classrooms are equipped with IWB, document cameras, and other technology devices for teachers to use to support instruction. Students will use technology to enhance their learning and participate in project-based learning.

Technology Strengths

Teachers are invited to attend Technology Tuesday PD sessions which are facilitate after school once per month. At these PD teachers are provided the resources and support to help them intergrate the use of varies applications to include nearpod, recap, plickers, and Kahoot. Technology needs to be available for students to use before and after school. With that understanding the HBE lab is available for student use in the morning with a staff member available to monitor students who are using the computers in the lab to log on to Istation, TTM, AR, and other online resources. In the classrooms teachers have one computer for students use at at least four tablets for classroom in grades 3rd-5th. Additional funding will be allotted to increase the number of portable devices such as tablets and notebooks. As new technology is garnered/purchased the older devices will be handed down to the lower grades while the upper grades receive the upgraded technologies/devices need to met the technology trends and met students state standards in technology.

Technology Needs

Funding allocated to met the technology needs is the campus is not sufficient to ensure that the existing hardware, software, and peripherals are upgraded and maintained while also investing on new technological devices. The goal will continue to be to increase the number of devices in each classroom to at least a 1 device to two student ratio. Because many students already own a device, the campus Instructional team is reviewing district policy to ensure we can encourage and promote our campus as a Bring Own Device Campus.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: For the 2016-2017 school year, Helen Ball Elementary will develop and implement a plan of action to ensure that 100% of stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: Students, parents, and staff will rate agree/strongly agree on climate survey questions related to safety.

Summative Evaluation 1:












| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|----------------------------|-------------------------------------|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) Hall Pass system will be used and monitored to ensure all visitors present an identification and sign-in prior to visiting any area of the school. Hall Pass system runs an identification through the national sex offender registry. | 1, 9 | Safety Committee | Sign-in sheets Hall Pass reports | | | |
| | Funding Sources: 199 - General - 350.00 | | | | | |
| 2) Implementation of the Watch D.O.G.S programs will continue to provide a positive male role models for students. Fathers, grandfathers, uncles will be invited to BOY, MOY, EOY information sessions and will be scheduled to assist in providing an extra set of eyes and ears to enhance school security. Watch Dog incentives(will be provided for parents who volunteer. | 1, 2, 6, 9, 10 | Community in Schools staff | | | | |
| | Funding Sources: 211 - Title I, Part A - 600.00 | | | | | |
| = 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: For the 2016-2017 school year, Helen Ball Elementary will fulfill 100% 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:

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------|-------------------|---|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) The HBE Safety Committee will develop and monitor the implementation of the Emergency Operation Plan (EOP). Committee meetings will be held monthly and meetings minutes will be shared at SIT. | 1, 2, 4, 10 | Safety Committee | Increase awareness and effective implementation of all safety drills. |  |  |  |
| | | | | Funding Sources: 199 - General - 1000.00 | | |
| 2) Campus personnel will receive a copy of the Emergency Operation Plan. Monthly drills will continue to be performed to help ensure the implementation, consistency and alignment of safety procedures followed during different crisis situations | 1, 2, 4, 10 | Safety Committee | Safety Drill effectiveness. Drills documentation |  |  |  |
| | | | | 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: For the 2016-2017 school year, the number of bullying-related incidents reported at Helen Ball Elementary will decrease from 7 to 0.

Evaluation Data Source(s) 3: Olweus survey results will demonstrate a decrease in the number of bullying incidents. Discipline Referrals for bullying incident will decrease by 7 incidents.

Summative Evaluation 3:

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|--|-------------------|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) The HBE Olweus committee will meet on a monthly basis to review voice box concerns and discipline referrals concerning bullying situations. Effectiveness of Olweus lesson will also be discussed at these meetings. | 1, 2, 4 | Olweus Committee | Decreased number of bullying incidents as per Olweus Survey, discipline referrals, and voice box alerts. | | | |
| | Funding Sources: 211 - Title I, Part A - 1000.00 | | | | | |
| 2) Counselors and teachers will implement the Olweus lessons on a weekly basis. Students will participate in rallies and other school activities that promote a bully-free environment. | 1, 6, 9 | Olweus Committee | Decrease number of bullying incidents as per Olweus Survey and Discipline referrals. | | | |
| | Funding Sources: 211 - Title I, Part A - 1000.00 | | | | | |
| = 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: By the end of the 2016-2017 academic school year attendance rate at Helen Ball Elementary will increase from 96.3% to 97.1%.

Evaluation Data Source(s) 4: ADA monthly and yearly reports will demonstrate an increase in attendance rates.

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 HBE Attendance Committee will develop and implement an attendance plan to include attendance incentives. Attendance Committee will schedule a Fall and Spring Attendance Summit to help increase parents awareness of attendance laws. Students with excessive absences will work with CIS and Counselor to set attendance goals. | 1, 2, 6, 10 | Attendance Committee | Increase attendance rates | | | |
| | Funding Sources: 211 - Title I, Part A - 2500.00 | | | | | |
| <p>Critical Success Factors CSF 1</p> 2) Students will be recognized for having perfect attendance with certificates, medals, trophies, and a color picture by grade level will be taken, printed, and displayed on the HBE wall of fame. | 1 | Attendance Committee | Increase attendance rates Improved academic performance (Tyler grade reports, district and state assessment data) | | | |
| | Funding Sources: 211 - Title I, Part A - 1500.00 | | | | | |
| = 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: By the end of the 2016-2017 academic school year discipline incidents at Helen Ball Elementary will decrease from 108 to 95.

Evaluation Data Source(s) 5: Tyler discipline reports will demonstrate a decrease in discipline referrals and climate survey reports will demonstrate an increase in number of agree/strongly agree in regards to discipline.

Summative Evaluation 5: Some progress made toward meeting Performance Objective









| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|--|-------------------|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) Helen Ball Elementary will implement a campus wide Positive Behavioral Support Intervention system to establish a positive learning culture. | 1, 2, 4, 6 | Administrators | Discipline referrals will decrease on a monthly basis. | | | |
| | Funding Sources: 211 - Title I, Part A - 1000.00 | | | | | |
| 2) Incentives and Rewards will be awarded for students recognized for following the 3Bs. | 1 | Administrators | Decrease in monthly discipline referrals. | | | |
| | Funding Sources: 199 - General - 1000.00 | | | | | |
| = 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 1: By the end of the 2016-2017 school year, Helen Ball Elementary teachers will offer 3 HB5 updates to help teachers become familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 1: Sign in sheets and PD artifacts will demonstrate 100% of teachers attended informational session reviewing the requirements of HB5.

Summative Evaluation 1: Some progress made toward meeting Performance Objective












| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---------|-----------------------|--------------------------------------|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) Teachers will receive updates and additional training on House Bill 5. | 4, 6 | Counseling Department | Informational Session 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 2: For the 2016-2017 school year, Helen Ball Elementary will continue to implement a College and Career Ready Strategic Plan by organizing 4 campus-wide activities promoting College and Career Readiness.

Evaluation Data Source(s) 2: College and Career Ready Strategic Plan.

Summative Evaluation 2: Met Performance Objective

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---------|-----------------------|------------------------------------|---|---|---|
| | | | | Nov | Jan | Mar |
| 1) Students will participate in a school wide college/university awareness program that will address the importance of a college education through presentations, Generation Texas week activities. | 1 | Counseling Department | College and Career Readiness plan |  |  |  |
| 2) Campus technology will be updated and maintained to include necessary cords, interactive pens, mouse, keyboards, ink, light bulbs for projectors and other necessary items for up keeping. | | Media Specialist | Technology work orders |  |  |  |
| Funding Sources: 211 - Title I, Part A - 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: For the 2016-17 school year, 100% of Helen Ball students, encompassing all special and subpopulations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 3: 100% of HBE 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.

Summative Evaluation 3:

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|----------|--------------------------------|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| 1) The HBE RtI, ARD, 504, LPAC, and GT, committees will ensure the proper placement of all students. Committee members and teachers will participate in class building sessions. | 4, 8, 10 | Committee Members | Class rosters | | | |
| Funding Sources: 199 - General - 200.00 | | | | | | |
| State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 2) Eduphoria and Tyler grade reports will be used to monitor students' performance every three weeks with checkpoint assessment provided by district and/or created by grade level teams. Data/RTI binders will be provided for teachers and interventionist as a tool to promote data driven instruction and a system to organize progress monitoring data. | 1, 9 | Grade level SIT representative | Eduphoria intervention logs | | | |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |
| State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 2 3) An intervention schedule will be developed and implemented to provide teachers time to facilitate small group instruction to address struggling students. Instructional aides (Library Aide, Bilingual Aide, Title 1 aide, in addition to two more TIAs will be available to assist with interventions for students needing additional support. | 1, 2, 9 | SCEI | PAF completed and positions filled SCE logs Walkthrough Rti Interventions logs | | | |
| Funding Sources: 211 - Title I, Part A - 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 4: For the 2016-2017, Helen Ball Elementary shall increase the level of instructional rigor across the core content areas, to achieve an overall improvement from 77% overall state assessment percentage to 81%.

Evaluation Data Source(s) 4: District and state assessment data

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) Technology PD for teachers will improve/enhance the rigor during Tier 1 instruction in reading, writing, science, and math. Technology software, hardware, peripherals, and licenses will be available for teachers and students to use in the classroom.</p> | 9 | Media Specialist | PD sign in sheets Lesson plans Walthroughs | | | |
| Funding Sources: 211 - Title I, Part A - 10000.00 | | | | | | |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Provide enrichment opportunities, materials and resources for students identified as Tier 1/GT and students participating in Robotics. Resources to include Ipads/Ipad covers, maker spaces, robotics kits, digital cameras, software and applications for animation, music, graphic design.</p> | 1 | GT Coordinator | Enrichment program plan GT showcase Robotics competition | | | |
| Funding Sources: 199 - General: Gifted and Talented - 2000.00 | | | | | | |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) At-risk and struggling students will be provided with before/after school tutorials, and Saturday camps.</p> | 1, 2, 9 | Teachers SCEI Administrators | Increase on district and state assessments | | | |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |

| | | | | | | | |
|---|--|---|--|---|---|---|--|
| State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 4) Students will be expected to use Accelerated Reading, Istation, Stemsscopes and TTM. Open lab will be provided for students who do not have internet access at home before and after school. A mobile computer lab will be available for check out for students to access the above aforementioned during stations | 1 | Teachers SCEI Librarian Administrators | Increased math, science, and reading scores on district and state assessment |  |  |  |  |
| | Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |
| 5) Students will set AR, TTM, Istation goals. Students who met or exceed their goal will be provided opportunities to participate in field trips and will receive certificate, medals, and or other rewards to celebrate their accomplishments every nine weeks period. | 1 | Media Specialist/SCEI | |  |  |  | |
| | Funding Sources: 211 - Title I, Part A - 2500.00 | | | | | | |
| Critical Success Factors CSF 1 6) Students will participate in units of study that will include real world experiences such as field trips/ excursions such as El Paso Exploreum, Insights Museus, Tug-a-war, Adventures in learning, White Sands, Gene Roddenberry Planetarium, FaBlab, El Paso Zoo and other locations to include locations that offer team building opportunities to help students understand the importance of teamwork, collaboration, and communication. | 1 | Teachers Librarian SCEI Administrators | Lesson plans Student projects Increases in advance performance percentages |  |  |  | |
| | Funding Sources: 211 - Title I, Part A - 2000.00 | | | | | | |
|  = 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 2016-2017 school year, Helen Ball Elementary students' state assessment scores in Reading will show and increase from 80.3% passing and 20.4% to 85% passing and 25% advanced. Writing scores will also increase from 65.6%, 13.3% to 75% passing and 20% advanced.

Evaluation Data Source(s) 5: Students will demonstrate an increase in reading and writing district and state assessment as per data reports.

Summative Evaluation 5: Met Performance Objective

| 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 CSF 2</p> <p>1) Research based, STAAR preparation materials, Intervention materials(ex.TCM kits, Fountas and Pinnell, leveled readers, and other intervention resources) along with classroom supplies for the implementation of hands-on activities (ex. foldables, anchor charts, ISNs) will be provided to classroom teachers.</p> | 1, 2, 3, 8, 10 | Administration | TTESS data walkthroughs lesson plans | | | |
| Funding Sources: 211 - Title I, Part A - 6500.00 | | | | | | |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Implementation of Balanced Literacy within a 120 block of ELAR instruction will continue. Professional development, planning, data analysis, and lesson study will be provided to promote best practices.</p> | 1, 2, 3, 8 | Teachers SCEI Administrators | Instructional Rounds data Lesson plans Assessment results | | | |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Online resources (Storyworks, Target the TEKS, Flocabulary, Brainpop) will be available for classroom use.</p> | 1, 2 | Teachers SCEI Administrators | Instructional Rounds data Lesson plans Assessment results | | | |

| | | | | | | |
|---|---------|--|---|--|--|--|
| <p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Continued professional staff development on best practices (Fundamental Five, Kagan, SIOP, Alice Nine JCS and writing strategies) will be provided. Data on the impact of implementation will be monitored.</p> | 1, 2, 4 | SCEI Librarian Administrators Teacher | Instructional rounds data lesson plans Assessment results | | | |
| <p>Funding Sources: 211 - Title I, Part A - 0.00</p> | | | | | | |
| <p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | |









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

Performance Objective 6: For the 2016-2017 school year, Helen Ball students' state assessment scores in Mathematics will improve from 84% passing and 20.7% advanced to 89% passing and 25% advanced.

Evaluation Data Source(s) 6: Students will demonstrate an increase in district and state assessment scores in mathematics as per data reports.

Summative Evaluation 6:

| 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 CSF 2</p> <p>1) Implementation of 90 minute math model will continue. Additional professional development will be offered to refine guided math instructions and implementations of math stations. Online resources, STAAR preparation materials, intervention resources, math manipulatives, ISNs, and classroom supplies will be available for the use during stations.</p> | 1, 2 | SCEI | Instructional Rounds data Lesson plans Assessment results | | | |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Sessions will ensure specificity and clarity of Math TEKS.</p> | 1, 3, 4 | SCEI | Instructional Rounds data Lesson plans Assessment results | | | |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide after school tutorial sessions and resources to address students' needs in mathematics.</p> | 1, 9 | SCEI | Assessment results | | | |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |












| | | | | | | |
|---|----------------------|--------------------|--|--|--|--|
| <p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Plan and implement math family nights once per semester. Family nights will offer parents and students an opportunity to engage in hands on math activities and understand current practices in mathematics.</p> | 1, 2, 3, 5, 8, 10 | Math Vertical Team | Sign in sheets Climate survey results |  |  |  |
| Funding Sources: 211 - Title I, Part A - 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 7: For the 2016-2017 school year, Helen Ball students' state assessment scores in Science will increase from 80.8% passing and 3.2% advanced to 86% passing and 10% advanced.

Evaluation Data Source(s) 7: Student district and state assessment scores in Science will improve by an overall of 5% points passing and 7% points advanced.

Summative Evaluation 7:

| 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) Science labs will continue to be provided weekly to promote inquiry based learning. Students will engage in hands on science activities, lesson, and explorations. Supplemental materials (Stemscopes, Motivation Science, Stemscopes Reteks) and classroom supplies needed to conduct labs will be provided.</p> | 1, 2, 3, 8, 10 | Teachers SCEI Administration | Instructional Rounds data Lesson plans Assessment results |  |  |  |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Students in kinder-second grade will participate in Science Expo while students in third-fifth will participate in Science Fair. Awards will be given to all participants.</p> | 1, 2 | Teachers SCEI Administration | Instructional Rounds data Lesson plans Assessment results |  |  |  |
| Funding Sources: 211 - Title I, Part A - 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 8: For the 2016-2017 school year, Helen Ball Elementary will demonstrate an increase from 95% passing report card grades to 97% passing.

Evaluation Data Source(s) 8: Teacher created assessment data and Tyler grade reports.

Summative Evaluation 8:

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|-------------|--|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 1</p> <p>1) Lessons using Project Based learning will be developed.</p> | 3, 9 | Teachers | Projects Tyler grade reports Instructional Rounds and walkthrough data | | | |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>2) The student will participate in a blended learning environment and apply critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. Students will also use search strategies to access information to guide inquiry and evaluate the usefulness of acquired digital content</p> | 1, 3 | Teachers | Projects | | | |
| <p>3) Professional development opportunities will be provided to promote the integration of technology in the Social Studies classrooms. Resources to include United Streaming, Interactive ebooks will be provided to promote the use of flipped model to create a student-centered classroom.</p> | 1, 2, 3, 10 | Librarian Technology Instructional Officer Teachers | Sign in sheets Agendas Project Instructional Rounds and walkthrough data | | | |
| <p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p> | | | | | | |









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

Performance Objective 1: For the 2016-2017 school year, 85% Helen Ball Elementary teachers evaluated will be at the proficient level as measured by TTESS

Evaluation Data Source(s) 1: Instructional rounds

Walk-throughs
TTESS documentation

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 7</p> <p>1) Professional Development Opportunities will be provided through ESC 19, district or campus instructional leadership team in all content areas. PD session to included the effective use of technology, best practices, differentiated instructions, and Guided Reading and Math.</p> | 1, 3, 4, 5, 10 | HR department Teachers Administration | T-TESS walk-throughs Data Talks Teacher Talks Student formal and informal assessments |  |  |  |
| <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 2: For the 2016-2017 school year, the Helen Ball Elementary faculty 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:









| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|----------------|---|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 7</p> <p>1) Continue to work collaboratively with HR department to ensure all teachers maintain highly qualified status</p> | 1, 3, 4, 5, 10 | HR department Teachers Administration | HR documentation T-TESS walk-throughs | ✓ | ✓ | ✓ |
| <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 3: During the 2016-2017 school year, the number of professional development opportunities offered to Helen Ball Elementary employees will increase from 10 professional development session to 15 professional development sessions.

Evaluation Data Source(s) 3: Professional Development documentation.

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) Professional development to include AVID and other PDs and resources will be provided to all classroom teachers in core academic content areas.</p> | 2, 3, 4, 5, 8, 9 | Administration SCEI Librarian IOs | Professional development agendas Sign in sheets Purchase orders |  |  |  |
| <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 4: During the 2016-2017 school year, Helen Ball Elementary will provide funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to help 100% build their capacity and support their professional growth to improve their rating by 1 performance level as measured by TTESS.

Evaluation Data Source(s) 4: Purchase orders of research-based programs, materials and or resources. Sign-in sheets for professional developments.

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 7 1) Resources, materials, and programs will be provided to support Professional Development. | 1, 2, 3, 4, 5, 8, 9 | Administration | Increase teacher efficacy as per TTESS documentation Improved student performance |  |  |  |
| Funding Sources: 211 - Title I, Part A - 5000.00 | | | | | | |
|  = 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 1: During the 2016-2017 school year, Helen Ball Elementary will increase the number of collaborative educational involvement activities and events for parents and community members from 10 session to 15 sessions 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: Met Performance Objective

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 5</p> <p>1) Informational workshops to include SSI/STAAR night, Kinder Readiness, Attendance Summit, Family Nights, and other workshops as per parent survey results will be offered for parents bi-weekly. Refreshments and materials will be provided to help promote attendance.</p> | 1, 6, 10 | CIS/Parent Liaison Administration | Session agendas Sign-in sheets | | | |
| Funding Sources: 211 - Title I, Part A - 1500.00 | | | | | | |
| <p>Critical Success Factors CSF 5</p> <p>2) Community in School personnel will provide opportunities for parents to participate in our Parent Volunteer program, Academic Nights (Reading/Science/Technology, Math). computer, printer, papers and other supplies will be provided for job efficiency and effectiveness.</p> | 1, 6, 10 | CIS/Parent Liaison SCE-I/Librarian Administration | Sign in sheets Parent Volunteer Orientation | | | |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |
| = 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, Helen Ball Elementary will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members from 1 newsletter a month to 1 newsletter in addition to 1 callout per week.

Evaluation Data Source(s) 2: The number of notifications sent will increase in efforts of bolstering communication between parents and schools.

Summative Evaluation 2:









| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---------|---|---|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 5</p> <p>1) Monthly newsletters will be published and sent home to inform parents about attendance initiatives and data, assessment results, and other general school information.</p> | 6 | Administration | Newsletters | | | |
| Funding Sources: 199 - General - 0.00 | | | | | | |
| <p>Critical Success Factors CSF 5</p> <p>2) Various communications means to include SISD app, Blackboard, website, twitter, and invitations will be used to inform parents of upcoming events.</p> | 6 | Administration Counselor Librarian SCE-I | Blackboard reports SISD app notifications Increase number of views on webpage | | | |
| = 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, the District will increase from 10 active partnerships to 15 partnerships with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Increase the percentage of partnerships and PIE representative present at the end of year event.

Summative Evaluation 3:









| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---------|--------------------------|---|---|---|---|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 6</p> <p>1) Promote and continue partnership with all Partners in Education members to include Peter Piper, Girls/Boys Scouts, Alchemy Karate, and other PIEs to support attendance, behavior, and academic achievements.</p> | 10 | Administration Counselor | Increase attendance at PIE EOY luncheon. Recognition at district level of PIE groups |  |  |  |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

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: For the 2016-2017 school year, the District will provide 3 customer service training to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Climate survey results

Summative Evaluation 4:

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---------|-------------------|--|---|---|---|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Establish customer service guidelines for all staff. Provide customer service training for staff.</p> | 2, 4, 6 | Administration | Climate survey results Customer Service Surveys |  |  |  |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

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

Performance Objective 1: For the 2016-2017 school year, 93% of all students in all subgroups will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: PBMAS and STAAR data

Summative Evaluation 1:

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---------|---------------------|--|-------------------|-----|-----|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Accountable talks per grade level will be held biweekly during PLCs. Action plans will be developed to provided quality tier one instruction that will be effective in closing the achievement gap.</p> | 8, 10 | SCEI Administration | Data Analysis documentation Agendas Sign in sheets | | | |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Data walls and RTI monitoring wall will be displayed and monitored biweekly.</p> | 8 | SCEI Administration | Data Wall Data talks documentation Increased in student achievement SMART goals | | | |
| <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: During the 2016-2017 school year, Helen Ball Elementary 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) 2: Istation, TCM, Writing Initiative, STAAR, TELPAS data

Summative Evaluation 2:









| 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) Research-based resources, materials for resources such as TCM kits, Fountas and Pinnell kits, ability to print Istation interventions, the use of concreted materials, and technology such as projectors, computers, laptops, and all peripherals will be provided to classroom teachers and interventionist.</p> | 1, 2, 9 | Administration SCEI Teachers IOs | Multiple data sources as stated on summative evaluation | | | |
| Funding Sources: 211 - Title I, Part A - 0.00 | | | | | | |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Intervention schedule, Super School plan will be developed and TIAs will assist in providing targeted interventions for T2/T3 students.</p> | 1, 9 | Administration SCEI Teachers TIAs | Multiple data sources as stated on summative evaluation | | | |
| = 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: For the 2016-2017 school year, Helen Ball Elementary administrators will provide 15 PLC opportunities to help improve the level of instruction, facilitate data analysis, and provided instructional support.

Evaluation Data Source(s) 3: Professional Development agendas, sign-in sheets, and TTESS data.

Summative Evaluation 3:

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|------------------|-------------------------------------|------------------------------------|---|---|---|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Professional Development in all content areas will be provided.</p> | 2, 3, 4, 5, 8, 9 | SCEI Administration Librarian | Sign in sheets PD agendas |  |  |  |
| <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 4: During the 2016-2017 school year, Helen Ball Elementary administrators will provide 2-3 data talks and teacher talk sessions per semester to offer coaching, feedback, and monitor student/teacher growth.

Evaluation Data Source(s) 4: TTESS data

Eduphoria data
Goal setting data

Summative Evaluation 4:









| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---------|------------------------------------|------------------------------------|---|---|---|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 2 CSF 7</p> <p>1) TEKS academy data evaluation and planning sessions will be held quarterly for all teachers. Additional planning sessions will be provided for Co-Teach classrooms.</p> | 8, 9 | Administration SCEI Teachers | Lesson plans |  |  |  |
| <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 5: During the 2016-2017 school year, school personnel 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 from an average of 75 parents to 125 parents.

Evaluation Data Source(s) 5: Family night sign-in sheets, parent information and workshop session sign in sheets

Summative Evaluation 5:

| Strategy Description | Title I | Staff Responsible | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---------|---|------------------------------------|---|---|---|
| | | | | Nov | Jan | Mar |
| <p>Critical Success Factors CSF 5</p> <p>1) SCEI, Librarian, CIS and Counselor will work collaboratively with vertical alignment teams in the planning and facilitation of all Family nights, workshops, and information session to help parents support academic content areas at home. Refreshments, light dinners, and snacks will be provided to promote attendance at these sessions.</p> | 6 | Administration SCEI Librarian CIS Counselor Teachers | Sign in sheets Agendas |  |  |  |
| <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 2 | 3 | 2 | Eduphoria and Tyler grade reports will be used to monitor students' performance every three weeks with checkpoint assessment provided by district and/or created by grade level teams. Data/RTI binders will be provided for teachers and interventionist as a tool to promote data driven instruction and a system to organize progress monitoring data. |
| 2 | 3 | 3 | An intervention schedule will be developed and implemented to provide teachers time to facilitate small group instruction to address struggling students. Instructional aides (Library Aide, Bilingual Aide, Title 1 aide, in addition to two more TIAs will be available to assist with interventions for students needing additional support. |
| 2 | 4 | 1 | Technology PD for teachers will improve/enhance the rigor during Tier 1 instruction in reading, writing, science, and math. Technology software, hardware, peripherals, and licenses will be available for teachers and students to use in the classroom. |
| 2 | 4 | 2 | Provide enrichment opportunities, materials and resources for students identified as Tier 1/GT and students participating in Robotics. Resources to include Ipads/Ipad covers, maker spaces, robotics kits, digital cameras, software and applications for animation, music, graphic design. |
| 2 | 4 | 3 | At-risk and struggling students will be provided with before/after school tutorials, and Saturday camps. |
| 2 | 4 | 4 | Students will be expected to use Accelerated Reading, Istation, Stemsscopes and TTM. Open lab will be provided for students who do not have internet access at home before and after school. A mobile computer lab will be available for check out for students to access the above aforementioned during stations |
| 2 | 5 | 1 | Research based, STAAR preparation materials, Intervention materials(ex.TCM kits, Fountas and Pinnell, leveled readers, and other intervention resources) along with classroom supplies for the implementation of hands-on activities (ex. foldables, anchor charts, ISNs) will be provided to classroom teachers. |
| 2 | 5 | 2 | Implementation of Balanced Literacy within a 120 block of ELAR instruction will continue. Professional development, planning, data analysis, and lesson study will be provided to promote best practices. |
| 2 | 5 | 3 | Online resources (Storyworks, Target the TEKS, Flocabulary, Brainpop) will be available for classroom use. |
| 2 | 5 | 4 | TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Continued professional staff development on best practices (Fundamental Five, Kagan, SIOP, Alice Nine JCS and writing strategies) will be provided. Data on the impact of implementation will be monitored. |
| 2 | 6 | 1 | Implementation of 90 minute math model will continue. Additional professional development will be offered to refine guided math instructions and implementations of math stations. Online resources, STAAR preparation materials, intervention resources, math manipulatives, ISNs, and classroom supplies will be available for the use during stations. |
| 2 | 6 | 2 | TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Sessions will ensure specificity and clarity of Math TEKS. |

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|--|
| 2 | 6 | 4 | Plan and implement math family nights once per semester. Family nights will offer parents and students an opportunity to engage in hands on math activities and understand current practices in mathematics. |
| 2 | 7 | 1 | Science labs will continue to be provided weekly to promote inquiry based learning. Students will engage in hands on science activities, lesson, and explorations. Supplemental materials (Stemscopes, Motivation Science, Stemscopes Reteaks) and classroom supplies needed to conduct labs will be provided. |
| 3 | 4 | 1 | Resources, materials, and programs will be provided to support Professional Development. |
| 5 | 1 | 2 | Data walls and RTI monitoring wall will be displayed and monitored biweekly. |
| 5 | 2 | 1 | Research-based resources, materials for resources such as TCM kits, Fountas and Pinnell kits, ability to print Istation interventions, the use of concreted materials, and technology such as projectors, computers, laptops, and all peripherals will be provided to classroom teachers and interventionist. |
| 5 | 2 | 2 | Intervention schedule, Super School plan will be developed and TIAs will assist in providing targeted interventions for T2/T3 students. |

Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 2 | 3 | 2 | Eduphoria and Tyler grade reports will be used to monitor students' performance every three weeks with checkpoint assessment provided by district and/or created by grade level teams. Data/RTI binders will be provided for teachers and interventionist as a tool to promote data driven instruction and a system to organize progress monitoring data. |
| 2 | 3 | 3 | An intervention schedule will be developed and implemented to provide teachers time to facilitate small group instruction to address struggling students. Instructional aides (Library Aide, Bilingual Aide, Title 1 aide, in addition to two more TIAs will be available to assist with interventions for students needing additional support. |
| 2 | 4 | 1 | Technology PD for teachers will improve/enhance the rigor during Tier 1 instruction in reading, writing, science, and math. Technology software, hardware, peripherals, and licenses will be available for teachers and students to use in the classroom. |
| 2 | 4 | 2 | Provide enrichment opportunities, materials and resources for students identified as Tier 1/GT and students participating in Robotics. Resources to include Ipads/Ipad covers, maker spaces, robotics kits, digital cameras, software and applications for animation, music, graphic design. |
| 2 | 4 | 3 | At-risk and struggling students will be provided with before/after school tutorials, and Saturday camps. |
| 2 | 4 | 4 | Students will be expected to use Accelerated Reading, Istation, Stemscoptes and TTM. Open lab will be provided for students who do not have internet access at home before and after school. A mobile computer lab will be available for check out for students to access the above aforementioned during stations |
| 2 | 5 | 1 | Research based, STAAR preparation materials, Intervention materials(ex.TCM kits, Fountas and Pinnell, leveled readers, and other intervention resources) along with classroom supplies for the implementation of hands-on activities (ex. foldables, anchor charts, ISNs) will be provided to classroom teachers. |
| 2 | 5 | 2 | Implementation of Balanced Literacy within a 120 block of ELAR instruction will continue. Professional development, planning, data analysis, and lesson study will be provided to promote best practices. |
| 2 | 5 | 3 | Online resources (Storyworks, Target the TEKS, Flocabulary, Brainpop) will be available for classroom use. |
| 2 | 5 | 4 | TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Continued professional staff development on best practices (Fundamental Five, Kagan, SIOP, Alice Nine JCS and writing strategies) will be provided. Data on the impact of implementation will be monitored. |
| 2 | 6 | 1 | Implementation of 90 minute math model will continue. Additional professional development will be offered to refine guided math instructions and implementations of math stations. Online resources, STAAR preparation materials, intervention resources, math manipulatives, ISNs, and classroom supplies will be available for the use during stations. |
| 2 | 6 | 2 | TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Sessions will ensure specificity and clarity of Math TEKS. |

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|--|
| 2 | 6 | 4 | Plan and implement math family nights once per semester. Family nights will offer parents and students an opportunity to engage in hands on math activities and understand current practices in mathematics. |
| 2 | 7 | 1 | Science labs will continue to be provided weekly to promote inquiry based learning. Students will engage in hands on science activities, lesson, and explorations. Supplemental materials (Stemscopes, Motivation Science, Stemscopes Reteaks) and classroom supplies needed to conduct labs will be provided. |
| 3 | 4 | 1 | Resources, materials, and programs will be provided to support Professional Development. |
| 5 | 1 | 2 | Data walls and RTI monitoring wall will be displayed and monitored biweekly. |
| 5 | 2 | 1 | Research-based resources, materials for resources such as TCM kits, Fountas and Pinnell kits, ability to print Istation interventions, the use of concreted materials, and technology such as projectors, computers, laptops, and all peripherals will be provided to classroom teachers and interventionist. |
| 5 | 2 | 2 | Intervention schedule, Super School plan will be developed and TIAs will assist in providing targeted interventions for T2/T3 students. |

State Compensatory

Personnel for Helen Ball Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------|-----------------|----------------|------------|
| Alex Castillo | Librarian Aide | SCE | .5 |
| Erika Cabral | SCE-I Coach | SCE | 1 |
| Eunice Gomez | CIS | SCE | 1 |

Title I

Schoolwide Program Plan

All campuses in the SISD meet the 40% Economically Disadvantaged threshold therefore HBE is Title I Schoolwide.

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 the 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).

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 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 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 paraprofessional 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 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.

6: Strategies to increase parental involvement

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

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.

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.

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.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------|---------------------------------|----------------|------------|
| Denise Barron | Title One Aide | Title I | 1 |
| To be hired | Teacher Instructional Assistant | Title I | .5 |

Campus Improvement Committee

| Committee Role | Name | Position |
|-----------------------------|----------------------|---------------------------|
| Administrator | Ana Soto | Principal |
| Administrator | Daisy Garcia | Assistant Principal |
| Classroom Teacher | Mike Amaya | 5th grade teacher |
| Classroom Teacher | Dolores Bretado | Special Education teacher |
| Classroom Teacher | Alma Castaneda | 4th grade teacher |
| Classroom Teacher | Christina Concepcion | 3rd grade teacher |
| Classroom Teacher | Tina Conrad | Teacher |
| Classroom Teacher | Noemi Cordova | 2nd grade teacher |
| Classroom Teacher | Ada Rubio | Kinder |
| Classroom Teacher | Mary Jane | 1st grade teacher |
| District-level Professional | Sergio Maldonado | CTC Coordinator |
| Non-classroom Professional | Erika Cabral | SCEI |
| Non-classroom Professional | Eunice Gomez | CIS |
| Non-classroom Professional | Erin Sanchez | Librarian |
| Non-classroom Professional | Maria Washington | Counselor |
| Paraprofessional | Maria Gonzalez | Secretary |
| Parent | Mayra Juarez | Parent |

Campus Funding Summary

| 199 - General | | | | | |
|------------------------------|------------------|-----------------|---|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Hall Pass System | | \$350.00 |
| 1 | 2 | 1 | | | \$1,000.00 |
| 1 | 2 | 2 | | | \$200.00 |
| 1 | 5 | 2 | | | \$1,000.00 |
| 2 | 3 | 1 | | | \$200.00 |
| 4 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$2,750.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Watch DOGS resources and parent meetings | | \$600.00 |
| 1 | 3 | 1 | | | \$1,000.00 |
| 1 | 3 | 2 | | | \$1,000.00 |
| 1 | 4 | 1 | | | \$2,500.00 |
| 1 | 4 | 2 | | | \$1,500.00 |
| 1 | 5 | 1 | | | \$1,000.00 |
| 2 | 2 | 2 | | | \$0.00 |
| 2 | 3 | 2 | | | \$0.00 |
| 2 | 3 | 3 | | | \$0.00 |
| 2 | 4 | 1 | | | \$10,000.00 |
| 2 | 4 | 3 | | | \$0.00 |
| 2 | 4 | 4 | continue purchasing the Stemscoptes softwares | | \$0.00 |
| 2 | 4 | 5 | | | \$2,500.00 |
| 2 | 4 | 6 | Transportation for trips | | \$2,000.00 |
| 2 | 5 | 1 | continue purchasing Motivation Reading and FP guided reading kits | | \$6,500.00 |

| | | | | | |
|---|------------------|-----------------|---|---------------------|---------------|
| 2 | 5 | 2 | | | \$0.00 |
| 2 | 5 | 4 | continue to purchase Alice Nine, Sean Cain, Kagan resources | | \$0.00 |
| 2 | 6 | 1 | continue purchasing Lone Star online resources | | \$0.00 |
| 2 | 6 | 1 | continue purchasing Motivation Math resources | | \$0.00 |
| 2 | 6 | 2 | | | \$0.00 |
| 2 | 6 | 3 | | | \$0.00 |
| 2 | 6 | 4 | | | \$0.00 |
| 2 | 7 | 1 | | | \$0.00 |
| 2 | 7 | 2 | | | \$0.00 |
| 2 | 8 | 1 | | | \$0.00 |
| 3 | 4 | 1 | | | \$5,000.00 |
| 4 | 1 | 1 | | | \$1,500.00 |
| 4 | 1 | 2 | | | \$0.00 |
| 5 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$35,100.00 |
| 199 - General: Gifted and Talented | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 4 | 2 | | | \$2,000.00 |
| Sub-Total | | | | | \$2,000.00 |
| Grand Total | | | | | \$39,850.00 |