

Socorro Independent School District
Hueco Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Hueco Elementary is committed to a partnership with our learning community to provide the best education possible to the children of our community through the acquisition of knowledge in all subjects, as well as through character development.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hueco Elementary School "Where Everyone Shines"

History & Demographics 2015-2016

Hueco Elementary School was established in 1983 as a Pre-kinder through 8th grade campus. The campus is now a Pre-Kinder through 5th grade Elementary school that serves predominantly economically disadvantaged & ELL families in the community of Socorro Independent School District. Hueco Elementary served 558 students in grades Pre Kinder through 5th Grade during the 2015-2016 school year.

Our School-wide Title I program consists of parent involvement activities, extended day for math and reading, math professional development, and one curriculum coach. Our State Compensatory Program (SCE), consists of an academic coach training teachers in best practices for assisting at-risk students. Hueco Elementary offers remediation services during the school year to include Super School, After- School, Intersession and Summer School. We also offer a phonics lab to assist our students in reading. Instructional aide support for in school remediation for all LEP, AT- Risk, and TIER 3 and 2 students.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Istation, TCM, STAAR, CPALLS, Lexia, Attendance (students and staff), Discipline, and Climate Surveys.

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

Student Demographics (2015 - 2016 Fall PEIMS file loaded 05/24/2016) Count Percent

Gender

Female	308	55.20%
Male	250	44.80%

Ethnicity

Hispanic-Latino	536	96.06%
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Race		
American Indian - Alaskan Native	<u>2</u>	0.36%
Asian	0	0.00%
Black - African American	<u>3</u>	0.54%
Native Hawaiian - Pacific Islander	<u>1</u>	0.18%
White	<u>15</u>	2.69%
Two-or-More	<u>1</u>	0.18%

Student by Program (2015 - 2016 Fall PEIMS file loaded 05/24/2016)	Count	Percent
Bilingual	<u>263</u>	47.13%
English as a Second Language (ESL)	0	0.00%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	<u>440</u>	78.85%
Reduced Lunch Participation	<u>67</u>	12.01%
Other Economically Disadvantaged	<u>3</u>	0.54%
Gifted & Talented	<u>7</u>	1.25%
Special Education (SPED)	<u>40</u>	7.17%
Title 1 Participation	<u>558</u>	100.00%
Dyslexia	<u>1</u>	0.18%
Homeless Statuses		
Homeless Status Total	<u>5</u>	0.90%
Shelter	0	0.00%
Doubled Up	<u>5</u>	0.90%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Other Student Information (2015 - 2016 Fall PEIMS file loaded 05/24/2016) Count Percent

At-Risk	341	61.11%
Economically Disadvantaged	510	91.40%
Title I Homeless(*Special Notes*)	0	0.00%
Immigrant	4	0.72%
Limited English Proficient (LEP)	277	49.64%
Migrant	0	0.00%
Military Connected	7	1.25%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504 (No Section 504 File for 2016)	0	0.00%

Demographics Strengths

The overall yearly attendance rate for students is 97.12% and attendance rate for staff is 96.69%. There is a total of 29 discipline event referrals for the 2015-2016 school year. For the 1st nine week period there were 4 discipline referrals for the 2015-2016 school year.

Hueco Elementary serves 277 (48.2%) English Language Learner students, 7 (1.2%) in the Gifted and Talented students, 21 (4%) students identified for 504 services, 40 (7%) Special Education students.

No students were withdrawn for homeschooling and 1 student was withdrawn for private school.

Demographics Needs

One area of concern is our number of economically disadvantaged & ELL families. It is important for us to assure that our community gets access and the assistance they need to ensure our students are successful in school. Some may need the assistance to fill out forms and additional support in assisting our students with homework. Our parent liaison, school counselor, nurse, and librarian play important roles in the lives of our students and the community.

Student Achievement

Student Achievement Summary

At Hueco Elementary, we accomplished many goals and new initiatives in 2015-2016. We are a designated WIN Academy campus for one section in grade 2-5. We implemented AVID strategies to get our students college ready. All our students are exposed to best practices that are expected at every campus. We gather and monitor data through out the year to ensure student progress and improve instructional practices.

Student Achievement Strengths

Our 5th grade Math STAAR data improved by 4.5% to 93.2% meeting standard. The attendance rate is at 97.12% for 2015-2016, an increase of 0.19% from the previous school year. Teacher ADA improved by 0.05% to 96.74% for this school year. Hueco Elementary will continue to keep students' needs first. In alignment with our district curriculum goals, we will continue to implement best practices such as Balanced Literacy, Writing Initiative, Guided Math, Fundamental Five, AVID strategies, differentiated instruction using Kagan structures and SIOP strategies, RtI, inclusion, Lexia and all other practices that promote high student achievement.

Student Achievement Needs

Our campus has identified the following areas that will need deliberate planning and intervention to fully support our students:

1. ELL population: All our teachers are trained in SIOP strategies and implement all initiatives with our ELL learners. It is imperative that we know the needs of our students and provide them with the support they will need to transition into speaking the English language with fluency. We will identify the needs of our students and study best practices for accommodating our students. We will seek the support of the Bilingual Department to assist us with professional development and refining of instructional practices.
2. Special Education population: Our special education population needs support in Reading instruction. Our teachers attended the Co-teach training to be able to gain more instructional practices that will support our students with learning disabilities. We are allotted four special education teachers and one support facilitation aide. It is our goal to ensure our teachers are collaborating and providing a quality inclusion program.
3. Reading: In an effort to continue to support reading instruction, we will have the Book of the Month, balanced literacy, reading challenges, and D.E.A.R. time incorporated within the daily schedule. We will encourage a love for reading by having reading events that also invite our community members to participate. Our librarian will continue to support our students with rigorous lessons and the Bluebonnet Book Club with all our students.
4. Technology: We have built a strong foundation with technology due to our WIN Academy. We will continue to update through out the campus to support

blended learning and project-based learning. We will provide staff development that will support our students to improve in the use of technology by incorporating those skills through out the nine week period.

School Culture and Climate

School Culture and Climate Summary

At Hueco Elementary, we strive to keep our students safe at all times. The safety of our students and staff is our number one priority and it is our duty to provide a safe learning environment at all times. This year we had an additional five cameras installed inside the building to enforce safety from within. We have a total of 15 cameras through out the interior and exterior of the campus. In addition, we completed 100% of our safety drills. All our visitors must sign in using the Hall Pass system, a data base which requires identification and runs all visitors through a sex-offender data base.

School Culture and Climate Strengths

Our assistant principal leads our safety team and ensures our EOP, Emergency Operations Plan, is up to date. All our teachers, staff, and students receive staff development on our safety drills through out the year. We provide and receive feedback after every drill to ensure we are monitoring and improving on our safety practices. We will also continue to offer the Watch D.O.G.S. (Dads of Great Students) program on our campus. This program not only supports our safety plan but enhances our student academic performance as well.

At Hueco we continue to remind our students of expectations. We say "Suns have..." and students finish with "P.R.I.D.E.", which means they are prompt, ready, inspired, disciplined, and engaged. We will continue with reminders of their expected behavior in the hallways, bathroom, cafeteria, playground, library, and events. We will continue with Sunshine tickets to recognize positive behavior and provide incentives. We will continue to have the "I Have a Voice." box for students to leave notes when they need to talk to an administrator or counselor. We will continue to recognize teachers through Teacher of the Month, birthdays, attendance and special occasions.

School Culture and Climate Needs

One area of need is to ensure we are implementing PBIS with fidelity. We already monitor student behavior on a daily basis through classroom and individual visits. We would like to ensure that we all speak the same language when it comes to redirecting students and believe that has contributed to the success of our campus culture. We honor our students for doing the right thing and want to deliberately place an emphasis on teaching these expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In 2012-2013, all teachers in the district received training in Kagan Cooperative Learning. We have seen an increase in student engagement in all classrooms. These best practices are a part of our commitments and they are expected in daily lessons and observed during walk-throughs.

Balanced Literacy will continue along with Guided Math. We see improvement in student achievement with these best practices and are part of their daily schedule.

All staff received training from Sean Cain, author of the Fundamental Five. Implementing the elements from the Fundamental Five will ensure consistency with our instruction as a campus and as a district. AVID strategies will continue to be implemented specifically in grades 4 and 5. We will introduce our 3rd graders this school year to continue with the implementation plan.

We will continue to provide support in all content areas. Our SCEI Coach and district support personnel will assist with additional trainings when necessary.

Teachers will meet each nine week period to power plan for the next nine week period. They will utilize TEKS resource documents such as the Year-at-a-Glance and Instructional Focus Document in order to identify the depth and specificity of the concept being taught.

We will begin our 2016-2017 schoolyear with approximately 575 students. The consistency with our staffing and best practices will allow us to build capacity and strengthen our instructional core.

Staff Quality, Recruitment, and Retention Strengths

At Hueco Elementary, our teachers are a very talented group who have at least 3 years of teaching experience to 19 years of teaching experience. We have retained 100% of our staff for the last two years. They all have received the hands-on practice with Guided Reading, Guided Math, and Empowering Writers. We will continue to support high teacher morale and a positive environment.

Staff Quality, Recruitment, and Retention Needs

One main area is to ensure we provide ongoing professional development in Project Based Learning, AVID, and technology. Currently our goal is to implement one technology strategy, one project per semester, and one WICOR strategy per nine week period. Our SCEI coach and WIN teachers will assist the Buck Institute this summer. Four teacher (1 fifth grade, 3 fourth grade, 1 third grade and the SCEI coach) will attend the AVID Institute this summer to get training.

This school year we will continue to provide support and staff development with TEKS resources to support teachers as they plan for the nine week period. We will also support our teacher with our ELL population and providing data to identify the needs our students along with any staff development to provide best practices.

While our technology skills continue to grow, we find it important to maintain and build on our technological skills. We will enlist the support of our district instructional technologists to help us improve in our blended learning practices.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Accountability for all is critical for the success at Hueco Elementary. We believe that all students can learn and we are committed to put supports in place to ensure that happens every day. We will continue with our weekly PLCs to analyze data and make instructional decisions. We will also follow a uniformed RtI process with an emphasis on targeted interventions. Accountability talks will take place each nine week period to discuss students and identify an instructional plan. Our data will be posted on our data walls so that all campus staff can monitor our strengths and weaknesses.

We will have the Instructional Focus of the Week for walthroughs. The new T-TESS will allow us the opportunities to meet with teachers consistently and coach them in an effort to improve instruction.

Curriculum, Instruction, and Assessment Strengths

When you walk in to a classroom at Hueco, you see the academic framework, the student expectations, and best practices being implemented. The review of data every 3, 6, 9 weeks along with Fall and Spring benchmarks and TELPAS data, allow us review our instructional practices and adapt them to ensure they improve student academic achievement.

Curriculum, Instruction, and Assessment Needs

All tutoring opportunities will be available for all our students. The intervention period from 8:00 -8:45 will be closely monitored to ensure all students are in small groups and receiving focused interventions.

Family and Community Involvement

Family and Community Involvement Summary

At Hueco Elementary, we have provided our community with parent informational nights on attendance, HB5, STAAR, WIN Academy, Watch D.O.G.S. program, and the Latino Family Literacy Project. They have all been a great success due to our commitment to inform and involve our community. We routinely invite community members to join us for campus events, to represent the school at the Superintendent's Parent Advisory Committee and the School Improvement Team. We also have our Parent Liaison, who is instrumental in building our community involvement..

This year, we implemented the Watch D.O.G.S. program. The promotion of a male role model has proven to be a very positive influence on our students. We are excited to continue this partnership with our families and increase participation for the 2016-2017 school year.

Our WIN Academy parent nights and excursions increased our parent involvement in the academic aspect. They were informed of homework strategies and data of our school. Parents were eager to learn how our students in the WIN Academy are progressing and the positive impact technology and blended learning has had.

The Latino Family Literacy Project was a great success this year. We had 22 parents and grandparents involved in improving literacy practices in their home.

Family and Community Involvement Strengths

We have had great participation and support from our families and community. We had several school events, parent nights, and family nights at local business. We are looking forward to continue to build participation in all our events on campus and locally.

Family and Community Involvement Needs

We always want to encourage and promote participation with our parents and community. We will continue to invite and communicate with them on a consistent basis through a variety of resources. We will use the Blackboard and monthly newsletters. We will encourage attendance to all our family nights and parent information nights to ensure parents are aware of curriculum expectations and home supports.

Our parent liaison will work with our parents, community, and partners in education to provide support in homework and parenting strategies. We will continue to encourage an increase in participation during our workshops.

School Context and Organization

School Context and Organization Summary

Hueco Elementary is a collaborative campus that promotes the five endorsements required under House Bill 5 to our 574 students. . We serve PreKindergarten - 5th grade with all the initiatives of the district. Our district provides instructional support in the areas of reading, math, science, social studies, bilingual education, special education as necessary or requested. We have two sections of PreKinder, four sections of Kinder through 5th grade, and the PAS Unit for 4th and 5th grade. We are a WIN Academy campus for one section in grades 2 - 5. We devote a minimum of 90 minutes to Reading and Math daily along with an interdisciplinary approach to teaching. We conduct monthly faculty meetings and monthly SIT (School Improvement Team) meetings where teachers can vote on decision making and school policies.

In Socorro I.S.D., we have the 3, 6, and 9 week checkpoints along with benchmarks in the fall and spring. Teachers can participate in revising the assessments at the district level to ensure the assesment is focused on the SEs taught.

Hueco Elementary is committed to improving lives and student learning.

School Context and Organization Strengths

At Hueco Elementary, we implement and support all initiatives to yield high student achievement. We provide each staff member with the ability to be involved in the decision making process. Our community members are invited to participate in our SIT meetings. We strive to be transparent and communicate all school policies and expectations. The leadership team meets once a week to organize upcoming events and communicate with the staff and community.

School Context and Organization Needs

This year, we will improve in having clear expectations for our teachers, students, and events.

Technology

Technology Summary

Our school was able to update our technology foundation through the WIN Academy. In the four WIN Academy classrooms, each student has access to their own tablet, which supports their learning during PBL or THRIVE. We have 3 computer labs, 1 COW, iPads, interactive projectors, iPEVOs to support instruction. We will continue to update our technology in our efforts to support our 21st century learners.

Technology Strengths

Our team is committed to implementing blended learning techniques in the classroom. We have updated 95% of our classrooms with new projectors. The WiFi band was also upgraded to support the increased use of the internet for PBL.

Technology Needs

We will continue to upgrade our technology in the library, labs and, eventually, in every classroom. More support in the use of blended learning and integrating technology within lessons will be provided and we will enlist the support of the district instructional technologists.

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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student 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
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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









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, Hueco Elementary will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: Increase in Watch D.O.G.S. volunteers, sign in sheets

Summative Evaluation 1: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) In the 2016-2017 school year, we will continue working on recruiting volunteers for the Watch D.O.G.S program.	1, 2, 6	Administration	Sign in sheets Participation calendar Increase in volunteer hours			
				Funding Sources: 199 - General - 300.00		
 = 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, Hueco Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Documentation in safety binder for every safety drill, safety audit logs

Summative Evaluation 2: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) For the 2016-2017 school year, Hueco Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.	1, 2	Administration	Safety audit logs			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: For the 2016-2017 school year, the number of bullying-related incidents reported at Hueco Elementary will decrease by 10 percent.

Evaluation Data Source(s) 3: Olweus Questionnaire results, walk-throughs, decrease in discipline referrals for bullying

Summative Evaluation 3: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement Connect with Kids and the Olweus Bullying Prevention Program through use of the program materials, resources and surveys. In addition, we will continue educating stakeholders on the Bullying Alert system to promote reporting of all incidents.	1, 2	Administration Counselor Teachers	Weekly class meetings Administrator/ Mentor walk-throughs Olweus Questionnaire results BPCC meeting logs Campus coordinator survey			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: For the 2016-2017 school year, the total number of disciplinary incidents at Hueco will decrease by 5%.

Evaluation Data Source(s) 4: Discipline Incident Summary

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Hueco Elementary will continue to implement Positive Behavior Support systems to improve discipline through incentives and working with students and parents.	1, 2	Administration Counselor Teachers	Decrease in Discipline reports			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


















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

Performance Objective 1: For the 2016-2017 school year, 100% of Hueco Elementary students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 1: Class rosters, tutoring logs, assessment data

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Provide accelerated instruction for students identified through Istation as Tier 2 and 3.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Progress Monitoring Walk-throughs Small groups Monitoring through RtI BOY, MOY, EOY iStation data			
Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Provide tutoring for Math, Science, Reading/LA after school, Saturdays, Intersession, Super School and summer school for at-risk, Tier 3 and Tier 2 students. Provide healthy snacks for afterschool and Saturday tutoring.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Walk-throughs Tutoring logs Increase of standardized assessment scores 3, 6, 9 week checkpoints Increase instructional gains by one Tier			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide Instructional Aides to assist students who are at risk or in danger of failing. Instructional Aides will work directly with classroom teachers to enhance rigor of lessons and ensure academic success for each student.</p>	1, 2, 3, 4, 6, 8, 9	Administration SCEI Coach Teachers TIAs At-Risk Instructional Aides	Instructional Aide Schedules Walk-throughs Teacher documentation Increase in STAAR, TELPAS, iStation tiering and scores			
Funding Sources: 199 - General Fund: SCE - 30051.66						
<p>Critical Success Factors CSF 1</p> <p>4) Hueco Elementary will continue to improve LEP students scores in all content areas and provide interventions accordingly. Students will be expected to progress at least one proficiency level from 2015-2016 according to TELPAS Composite Score.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Lesson Plans Logs Walkthroughs Power planning Implementation of ELPS and SIOP strategies Increase in TELPAS proficiency scores			
Funding Sources: 199 - General Fund: SCE - 0.00						

Critical Success Factors CSF 1 5) Hueco Elementary will continue to have GT students participate in Texas Performance Standards Project, GT Showcase.	1, 2, 3, 4, 8, 9	GT Coordinator	Number of student participation Common intervention time for GT students during the 2016-2017 school year.			
	Funding Sources: 211 - Title I, Part A - 500.00					
Critical Success Factors CSF 1 6) Utilize State Compensatory Education Intervention (SCEI) Coaches to provide supplemental mentoring and instructional services to At-Risk students. Maintain documentation regarding activity to ensure compliance with state and federal guidelines.	1, 2, 9, 10	Administration	Increase academic performance of students coded At-Risk			
	Funding Sources: 199 - General - 0.00					
7) Implement college preparatory curriculum such as Advancement Via Individual Determination (AVID) in order to increase level or rigor in core content courses. K-5 grades will implement and utilize the use of student agendas and organization tools (binders, pencil pouches, dividers with pockets, folders) to organize materials and information (foldables, two and three column note taking, AVID strategies and activities, projects, ISNs).	1, 2, 9, 10	Administration SCEI Coach Teachers	All 3rd, 4th and 5th grade students participating and using AVID strategies to improve academic achievement and college and career readiness.			
	Funding Sources: 211 - Title I, Part A - 1000.00, 199 - General Fund: SCE - 0.00					
8) Integrate technology into curriculum to provide teachers and students with 21st century technology to enhance their learning such as (IWBS, IPEVOs, Computers, Laptops, Cameras, iPods, IPADs, Tablets, CD/cassette radios, etc..) and to include technology peripherals (projector bulbs, cords, printers, cables, FM Listening System, etc..) for students to be college and career ready.	1, 2, 10	Administration SCEI Coach Teachers	During walkthroughs, evidence of use of technology to deliver instruction, implementation of blended learning, completion of PBL projects, and increase of student achievement.			
	Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 550.00, 199 - General Fund : Special Education - 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 2: For the 2016-2017 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in bilingual student state assessment scores in Reading from 74% to 83%.

Evaluation Data Source(s) 2: EOY STAAR Assessment Data

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources, materials, and strategies for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), AR, Story Works, foldables</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>2) In order to produce life long readers, offer students a variety of genres through a library, library books, classroom set, and media center. Academic lessons in the library provided to assist classroom teachers and students by librarian and library aide.</p>	1, 2, 3, 5, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments Increased participation in reading challenges			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as SpEd, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>4) Monitor performance data through the use of Eduphoria.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 199 - General Fund: SCE - 0.00						

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

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

Performance Objective 3: For the 2016-2017 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in bilingual student state assessment scores in Science from 72% to 77%.

Evaluation Data Source(s) 3: EOY STAAR Assessment Data

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as SpEd, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Monitor performance data through the use of Eduphoria.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription, CSCOPE Kits)</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 4: For the 2016-2017 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in bilingual student state assessment scores in Writing from 84% to 90%.

Evaluation Data Source(s) 4: EOY STAAR Assessment Data

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Writing (Empowering Writers) using materials such as Kamico, Mentoring Minds, Write Source, Forde Ferrier, Write Foundations and model for proficiency</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as SpEd, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Monitor performance data through the use of Eduphoria.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 199 - General Fund: SCE - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 5: For the 2016-2017 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in bilingual student state assessment scores in Math from 84% to 90%.

Evaluation Data Source(s) 5: EOY STAAR Assessment Data

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Math (Guided Math), using Singapore Math, manipulatives, IXL program.	1, 2, 3, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund : Special Education - 400.00, 199 - General Fund: SCE - 0.00						
Critical Success Factors CSF 1 2) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as SpEd, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix.	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
Critical Success Factors CSF 1 3) Monitor performance data through the use of Eduphoria.	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 199 - General Fund: SCE - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


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

Performance Objective 6: For the 2016-2017 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in SPED population student state assessment scores in Reading from 52% to 60%.

Evaluation Data Source(s) 6: EOY STAAR Assessment Data

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources, materials, and strategies for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), AR, Story Works, foldables</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00, 199 - General Fund : Special Education - 0.00						
<p>2) In order to produce life long readers, offer students a variety of genres through a library, library books, classroom set, and media center. Academic lessons in the library provided to assist classroom teachers and students by librarian and library aide.</p>	1, 2, 3, 5, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments Increased participation in reading challenges			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as SpEd, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>4) Monitor performance data through the use of Eduphoria.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 199 - General Fund: SCE - 0.00						















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

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

Performance Objective 7: For the 2016-2017 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in SPED population student state assessment scores in Math from 84% to 90%.

Evaluation Data Source(s) 7: EOY STAAR Assessment Data

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Math (Guided Math), using Singapore Math, manipulatives, IXL program.	1, 2, 3, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund : Special Education - 400.00, 199 - General Fund: SCE - 0.00						
Critical Success Factors CSF 1 2) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as SpEd, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix.	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
Critical Success Factors CSF 1 3) Monitor performance data through the use of Eduphoria.	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 199 - General Fund: SCE - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 8: For the 2016-2017 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in SPED population student state assessment scores in Writing from 57% to 65%.

Evaluation Data Source(s) 8: EOY STAAR Assessment Data

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) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Writing (Empowering Writers) using materials such as Kamico, Mentoring Minds, Write Source, Forde Ferrier, Write Foundations and model for proficiency</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as SpEd, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Monitor performance data through the use of Eduphoria.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 199 - General Fund: SCE - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 9: For the 2016-2017 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in SPED population student state assessment scores in Science from 45% to 59%.

Evaluation Data Source(s) 9: EOY STAAR Assessment Data

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as SpEd, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Monitor performance data through the use of Eduphoria.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Science (Science lab materials, Forde Ferrier, STEM SCOPES, CSCOPE Kits)</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 10: For the 2016-2017 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in the At-Risk student population state assessment scores in 4th grade Math from 61% to 70%.

Evaluation Data Source(s) 10: EOY STAAR Assessment Data

Summative Evaluation 10:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Math (Guided Math), using Singapore Math, manipulatives, IXL program.	1, 2, 3, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
	Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund : Special Education - 400.00, 199 - General Fund: SCE - 0.00					
2) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as SpEd, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix.	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
	Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00					
3) Monitor performance data through the use of Eduphoria.	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by May 2017.			
	Funding Sources: 199 - General Fund: SCE - 0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 1: For the 2016-2017 school year, 90% of teachers will demonstrate proficient or higher level as measured by T-TESS, walkthroughs, etc.

Evaluation Data Source(s) 1: Professional development completion certificates, Walk-throughs, Observations, increase in Tier 1 and 2 percentages.

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
<p>Critical Success Factors CSF 1</p> <p>1) Hueco Elementary will continue doing a minimum of 5 walk-throughs via Eduphoria each week.</p>	1, 2, 3, 5, 9	Administration	Eduphoria Walk-through reports			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Hueco Elementary will provide staff development with existing campus strategies to improve classroom instruction. The programs include the following: -TEKS Resource (CSCOPE) -AVID -Fundamental 5 -Balanced Literacy: leveled reading/guided reading -Kilgo (ELAR, Science, Math) -RtI/Differentiated Instruction -Kagan and Marcia Tate -Academic Vocabulary -STAAR -Guided Math -Singapore Math</p>	1, 2, 3, 4, 5, 8, 9, 10	Administration	Agendas Sign in sheets Lesson Plans Walk-throughs Observations			
Funding Sources: 211 - Title I, Part A - 20000.00						
= 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, Hueco Elementary will continue to maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Staffing Report

Summative Evaluation 2: Met Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) All Hueco teachers can participate in SISD/Region 19 professional development and campus trainings in the areas of LEAD Forward, Balanced Literacy, Guided Math, i-Station, DRA as well as Kagan, Kilgo, Marcia Tate and reading strategies to support and strengthen their craft and be 100% compliant with state and federal guidelines.</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Administration SCEI Coach	Agendas Sign in sheets Training certificates			
				Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 0.00		
<p>Critical Success Factors CSF 1</p> <p>2) Hueco Elementary will provide campus professionals opportunities for professional development on all district and campus initiatives, areas of interest/needs to enable teachers to meet students' academic and social-emotional needs.</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Administration SCEI Coach	Agendas Sign in sheets Training certificates Walk-throughs Observations			
				Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 0.00		
<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, Hueco Elementary will increase the number of professional development opportunities offered to employees by 5% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 3: Professional development agendas and sign in sheets

Summative Evaluation 3: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Hueco Elementary will continue to provide professional development weekly during grade level meetings and Wednesday professional development for teachers as scheduled by the district calendar.</p>	1, 2, 3, 4, 5, 8, 9	Administration SCEI Coach	Agendas Sign in sheets			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Offer AVID teachers, SCEI coach, administrators, and counselor the opportunity to attend Summer institute training, professional development conferences, and divisional leadership trainings.</p>	1, 2, 3, 4, 5, 8, 9	Administration SCEI Coach Teachers	Walk-throughs Observations Increase in Tier 1 and 2 percentages			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: SCE - 0.00						
<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, Hueco Elementary will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: PBMIS and STAAR data

Summative Evaluation 4: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Hueco Elementary will provide teachers with research based trainings (LEAD Forward) to increase state achievement scores.</p>	1, 2, 3, 4, 5, 8, 9, 10	Administration	Lesson plans Walk-throughs Observations			
Funding Sources: 211 - Title I, Part A - 2500.00						
 = 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 5: By the end of the 2016-2017 school year, 100% of Hueco Elementary teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 5: Agendas and sign in sheets

Summative Evaluation 5: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) By the end of the 2016-2017 school year, 100% of Hueco Elementary teachers will be familiar with the requirements of House Bill 5 in particular the attendance law for HB 5 and our career fair to follow endorsements requirements.	1, 2, 6	Administration Counselor	Faculty meeting logs Attendance meeting logs Career Fair			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						












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

Performance Objective 6: By the end of May 2017, Hueco Elementary will develop and implement a College and Career Ready Strategic Plan for 100% of the students.

Evaluation Data Source(s) 6: Walk-throughs, assessment data, lesson plans

Summative Evaluation 6: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1</p> <p>1) Implement and monitor CSCOPE in grades K-5 to ensure vertical and horizontal alignment to improve Academic Achievement for students to be college and career ready</p>	1, 2, 3, 4, 8	Administration SCEI Coach Teachers	9 week plans walk-throughs Assessments Student Performance Instructional goals By January 2017, overall student benchmarks and checkpoints will show an increase in all content areas.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 61228.01						
<p>Critical Success Factors CSF 1</p> <p>2) Continue to provide 9 week professional development/planning to all grade levels to improve academic achievement for students to be college and career ready.</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	9 week plans Walk-throughs Lesson plans Assessment Data Student Performance Instructional goals			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Integrate technology into curriculum to provide teachers and students with 21st century technology to enhance their learning such as (IWBS, IPEVOs, Computers, Laptops, Cameras, iPods, iPads, Tablets, CD/cassette radios, etc..) and to include technology peripherals (projectors/projector bulbs, cords, printers, cables, etc..) for students to be college and career ready</p>	1, 2, 3, 4, 8, 9	Administration SCEI Coach Teachers	Use of technology into the curriculum Walk-throughs Student projects			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00, 199 - General Fund : Special Education - 500.00, 199 - General Fund: Bilingual - 1160.00						

Critical Success Factors CSF 1 4) Provide college preparatory programs such as Advancement Via Individual Determination (AVID) in grades 3, 4 and 5 in support of career/college readiness for students.	1, 2, 3, 9, 10	Administration SCEI Coach Teachers	Lesson plans Campus planning Meeting agendas Implementation of WICOR strategies in grades 3, 4, and 5. Organizational tools			
	Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: SCE - 0.00					
5) Provide each classroom with bulletin boards to display student created work in order to celebrate and promote college and career readiness to stakeholders and the community.	1, 2, 3	Administration SCEI Coach Teachers	Student created work on display at all times. Walk-throughs Promoting high quality work to celebrate mastery of content			
	Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 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 1: During the 2016-2017 school year, Hueco Elementary will increase the number of collaborative educational involvement activities and events for parents and community members by 5% as compared to the 2015-2016 school year to promote teamwork and unity in the education of students along with partnership activities with businesses in our community.

Evaluation Data Source(s) 1: Parent nights and Family Nights

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) Hueco Elementary will continue to provide Parent Nights such as: -Literacy Night -Special Events (Holidays, Talent Show) -Attendance Parent Nights -STAAR Assessment Night -Parent Teacher Conferences -WIN Academy Parent Nights -Latino Family Literacy program</p>	1, 2, 6, 10	Administration Parent Liaison	Agendas Sign in sheets			
Funding Sources: 199 - General - 200.00, 199 - General Fund: Bilingual - 1000.00						
<p>Critical Success Factors CSF 5</p> <p>2) Hueco Elementary will continue to have monthly Family Nights on and off campus to increase student, parent, and community involvement.</p>	1, 2, 6, 10	Administration Counselor Parent Liaison	Monthly calendar Sign in sheets Agendas			
Funding Sources: 199 - General - 0.00						
<p>3) Hueco Elementary's parent liaison will continue parent training sessions to include technology trainings, Olweus, Watch D.O.G.S., parenting classes, Father-Son and Mother-Daughter conferences, and nutrition classes. Refreshments and snack will be provided for parents during the meetings along with supplies and materials for parent classes.</p>	1, 2, 6, 10	Administration Parent Liaison	Agendas Sign in sheets			
Funding Sources: 211 - Title I, Part A - 1600.00						
= 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: During the 2016-2017 school year, Hueco Elementary will increase 5% the number of notifications sent via newsletters, email, etc. to parents, businesses, and community members.

Evaluation Data Source(s) 2: Parent Notification Binder

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Hueco Elementary will continue to send paper and electronic notifications home and to the community.	1, 6, 9, 10	Campus Leadership Team	Increased participation in campus and community events.			
Funding Sources: 211 - Title I, Part A - 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 3: For the 2016-2017 school year, Hueco Elementary will have a minimum of 3 customer service trainings to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 3: Customer Survey feedback

Summative Evaluation 3:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Hueco Elementary will provide customer service trainings at the beginning, middle, and end of year to ensure positive culture is promoted and evident.	1, 2, 4, 6, 10	Campus Leadership Team	Agenda Sign in sheets			
Funding Sources: 199 - General - 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 4: By the end of the 2016-2017 school year, Hueco Elementary will increase the number of partnership activities with businesses in our community and with higher education institutions along with outside agencies to support student education by 5%.

Evaluation Data Source(s) 4: Number of Partners in Education

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Hueco Elementary will increase Partners in Education participation by 5% to improve parent/community involvement.	1, 2, 6, 10	Administration Counselor Parent Liaison Teachers Hueco Community	Partners in Education participation in campus activities.			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: For the 2016-2017 school year, 75% of all students in all subgroups at Hueco will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: STAAR Assessment Data

Summative Evaluation 1: Met Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Hueco Elementary will continue to strive to meet our instructional goals to achieve student success. We will have our weekly instructional meetings, data talks, and RTI meetings to review and monitor student progress.	1, 8, 9, 10	Administration	Data walls RTI documentation	✓	✓	✓
	Funding Sources: 199 - General - 0.00					

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

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

Evaluation Data Source(s) 2: Eduphoria Documentation

Summative Evaluation 2: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 1) Hueco Elementary will continue to monitor all interventions provided by teachers for students based on campus data.	1, 8, 9, 10	Administration SCEI Coach Teachers	Tutoring lesson plans RtI documentation			
	Funding Sources: 199 - General - 0.00					
2) Hueco Elementary will assist teachers in developing and implementing intersession and summer intervention tutorials for students in need of academic support.	1, 9, 10	Administration SCEI Coach Teachers	Intersession lesson plans Student attendance			
	Funding Sources: 199 - General Fund: SCE - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: During the 2016-2017 school year, Hueco administrators will schedule a minimum of 3 accountability talks with stakeholders to acquire feedback in order to improve in support and resources.

Evaluation Data Source(s) 3: Accountability talks documentation

Summative Evaluation 3: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Hueco Elementary will schedule accountability talks with teachers, SCEI coach, and administration to create a plan to improve instruction and provide professional development, resources, and support that will yield high student achievement growth.	1, 8, 9	Administration SCEI coach Teachers	Agenda Accountability talks sheets			
	Funding Sources: 199 - General Fund: SCE - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: For the 2016-2017 school year, a minimum of 25% of students will participate in campus science fairs for grades Kinder through 5th Grade.

Evaluation Data Source(s) 4: Participation logs

Summative Evaluation 4: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students in grades K-5th grade will participate in science fairs and receive ribbons and trophies for their participation.	2, 10	Administration Teachers	Increase participation in campus and district science fair competitions.			
	Funding Sources: 211 - Title I, Part A - 100.00					
 = 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 5: For the 2016-2017 school year, Hueco Elementary will honor 100% of its students with academic and attendance awards to promote accountability initiatives and a college ready culture.

Evaluation Data Source(s) 5: Awards spreadsheet

Summative Evaluation 5: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Hueco Elementary will purchase trophies, medals, and incentives for academic scholars, citizenship, Math Bee, safety patrol, AR participation, and perfect attendance.	2, 6, 10	Administration PEIMS Teachers	Assemblies Awards spreadsheet			
				Funding Sources: 211 - Title I, Part A - 2500.00		
 = 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 6: For the 2016 - 2017 school year, the attendance rate for all students at Hueco Elementary will increase by 1% over the attendance rate of the previous year.

Evaluation Data Source(s) 6: Increase of attendance rate at the end of the year.

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) Increase daily student attendance in grade Prek-5 using the Make it Count Campaign from 97.12% to 97.50%	1, 2	Administration	Daily Attendance Rate			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Personnel for Hueco Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amaya, Gabriela	Teacher - WIN	SCE	1
Fierro, Ana	Temporary Instructional Aide - WIN	SCE	1
Gallo, Yolanda	Teacher - WIN	SCE	1
Hernandez, Olga	SCE - Intervention Coach	SCE	1
Martinez, Lourdes	Teacher - WIN	SCE	1
Mendoza, Ana	SCE - Teacher CSR	SCE	1
Prieto, Catalina	Library Aide	SCE	1
Tellez, Salvador	Teacher - WIN	SCE	1
Vargas, Veronica	Instructional Aide - At Risk	SCE	1

Title I

Schoolwide Program Plan

Hueco Elementary is a Title I School due to the fact that we fall under the 40% Economically Disadvantaged threshold required by the state.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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: Schoolwide Reform Strategies

1. **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 professional teachers

1. **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 for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

1. **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 highly qualified teachers

1. **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

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

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

1. **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: 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

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

1. **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

1. **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>
Apodaca, Corina	Title I Instructional Aide	Title I	1

Plan Notes

Add climate survey through manage plan-plan addendums

School Improvement and Operational Team

Committee Role	Name	Position
Administrator	Angelica Herrera	Principal
Administrator	Sergio Mendez	Assistant Principal
Classroom Teacher	Madahi Alderete	Kinder Representative
Classroom Teacher	Isaura Carrillo	1st grade Representative
Classroom Teacher	Claudia Cervantes	Pre-Kinder Representative
Classroom Teacher	Cindy Covarrubias	4th grade Representative
Classroom Teacher	Rosario Frausto	School Counselor
Classroom Teacher	Elsa Griego	3rd grade Representative
Classroom Teacher	Jorge Griego	P.E. Department
Classroom Teacher	Alexandra Hash	School Librarian
Classroom Teacher	Teresa Padilla	2nd grade Representative
Classroom Teacher	Erika Pineda	5th grade Representative
Classroom Teacher	Luz Remy	Special Education Representative
District-level Professional	Denisa Morales	Technology Support
Non-classroom Professional	Estela Mejia	School Nurse
Parent	Ana Lucero	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$300.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
2	1	6			\$0.00
3	1	1			\$0.00
3	5	1			\$0.00
4	1	1			\$200.00
4	1	2			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
5	6	1			\$0.00
Sub-Total					\$500.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$30,051.66
2	1	3			\$0.00
2	1	4			\$0.00
2	1	7			\$0.00
2	1	8			\$550.00

2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	6	1			\$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	7	3			\$0.00
2	8	1			\$0.00
2	8	2			\$0.00
2	8	3			\$0.00
2	9	1			\$0.00
2	9	2			\$0.00
2	9	3			\$0.00
2	10	1			\$0.00
2	10	2			\$0.00

2	10	3			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	6	1			\$61,228.01
3	6	2			\$0.00
3	6	3			\$0.00
3	6	4			\$0.00
3	6	5			\$0.00
5	2	2			\$0.00
5	3	1			\$0.00

Sub-Total \$91,829.67

199 - General Fund : Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8			\$0.00
2	5	1			\$400.00
2	6	1			\$0.00
2	7	1			\$400.00
2	10	1			\$400.00
3	6	3			\$500.00

Sub-Total \$1,700.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$20,000.00
2	1	5			\$500.00
2	1	7	AVID Elementary Weekly Subscription		\$1,000.00

2	1	8			\$20,000.00
2	2	1			\$20,000.00
2	2	2			\$5,000.00
2	2	3			\$20,000.00
2	3	1			\$20,000.00
2	3	3			\$20,000.00
2	4	1			\$20,000.00
2	4	2			\$20,000.00
2	5	1			\$10,000.00
2	5	2			\$20,000.00
2	6	1			\$20,000.00
2	6	2			\$5,000.00
2	6	3			\$20,000.00
2	7	1			\$10,000.00
2	7	2			\$20,000.00
2	8	1			\$20,000.00
2	8	2			\$20,000.00
2	9	1			\$20,000.00
2	9	3			\$20,000.00
2	10	1			\$10,000.00
2	10	2			\$20,000.00
3	1	2			\$20,000.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	2			\$10,000.00
3	4	1			\$2,500.00
3	6	1			\$20,000.00
3	6	3			\$20,000.00

3	6	4			\$10,000.00
3	6	5			\$5,000.00
4	1	3			\$1,600.00
4	2	1			\$300.00
5	4	1			\$100.00
5	5	1			\$2,500.00
Sub-Total					\$473,500.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	3			\$1,160.00
4	1	1			\$1,000.00
Sub-Total					\$2,160.00
Grand Total					\$569,689.67