

Socorro Independent School District
Hurshel Antwine Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Our mission is to create a safe, challenging and enriched learning environment where the faculty, staff, parents and community are committed to share in the responsibility of empowering students to reach their full potential academically and socially. Hurshel Antwine will provide a culture of learning that expects and delivers excellence.

Vision

Tomorrow's Leaders Learning Today

Superintendent

Dr. José A. Espinoza

Board Members

Gary Gandara - President

Paul Guerra - Vice-President

Cynthia Ann Najera - Secretary

Hector F. Gonzalez

Michael Anthony Najera

Antonio "Tony" Ayub

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hurshel Antwine is one of 48 campuses in Socorro Independent School District. Hurshel Antwine opened its doors in 2005 and serves predominantly middle class and military families. Antwine is located off of Montana and is adjacent to Ft Bliss Army Base. Hurshel Antwine has been a Prek-8 and K-5 campus. For the 2016-2017 school year, we will continue to be a PK-5 campus with approximately 1060 students and serve as the PreK Hub for Paso Del Norte and Ituarte schools. The information below provides a breakdown of students by ethnicity and race.

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

Gender

Female	499	47.21%
Male	558	52.79%

Ethnicity

Hispanic-Latino	917	86.75%
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Race

American Indian - Alaskan Native	0	0.00%
Asian	15	1.42%
Black - African American	43	4.07%
Native Hawaiian - Pacific Islander	3	0.28%
White	60	5.68%
Two-or-More	19	1.80%

The information below provides additional insight into the makeup of students within the school.

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

Bilingual	264	24.98%
English as a Second Language (ESL)	2	0.19%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	536	50.71%
Reduced Lunch Participation	108	10.22%
Other Economically Disadvantaged	32	3.03%
Gifted & Talented	13	1.23%
Special Education (SPED)	112	10.60%
Title 1 Participation	1,057	100.00%
Dyslexia	4	0.38%
Homeless Statuses		
Homeless Status Total	13	1.23%
Shelter	1	0.09%
Doubled Up	12	1.14%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Demographics Strengths

- 96.38% Average Daily Attendance
- Standard leveled funding for tutoring services for all students in need of academic support at all campuses
- Coordinated professional development for teachers in order to serve special populations

Demographics Needs

- While attendance is above district average, PreK attendance is low and needs to be closely monitored
- Additional opportunities to honor and enrich the very diverse population we serve

Student Achievement

Student Achievement Summary

Hurshel Antwine continues to push forward by offering a tailored and top notch education to all students which ensures students who need support receive it, and students who need to be enriched are offered rigorous academic choices.

Student Achievement Strengths

At Hurshel Antwine Elementary, we offer our students multiple opportunities to be successful. Those opportunities include extended day, week and year classes in the areas of mathematics, reading, science and writing at all grade levels. We offer ESL Academy to our kinder bilingual students during intersessions and summer. Students who are struggling or who do not master Unit Assessments participate in small group instruction provided by our TIAs, At-Risk Aide, Library Aide, CIS Partner or other skilled personnel. Dyslexia services are provided by two campus personnel during times that proved to be the least intrusive to classroom instruction.

Both classroom and assessment data are disaggregated in order to determine specific student needs and target low SEs which are addressed during intervention times.

A comprehensive RtI process is in place for struggling students identified as Tier III via Istation or TCM results or for students who were not meeting classroom grade expectations. Progress Monitoring was used to monitor interventions put in place for RtI students. Students who did not respond positively to the prescribed interventions were often referred for special education testing (FIE). Roughly 3/4 of the students recommended for testing qualified.

All students identified as special populations (ELL, Special Education, GT) were provided with the appropriate placement/interventions. Hurshel Antwine provides a variety of support for special education students including support facilitation, co-teaching, specialized support (resource) and support facilitation. GT identified students are provided time to work with students in both homogeneous and heterogeneous settings. ELL students are taken to the LPAC Committee to determine eligibility for the program and to gather required paperwork. Students whose parents accept services are placed in classrooms with bilingually certified staff. Those whose parents deny services are placed in monolingual classrooms. All are monitored after each 9 weeks grading period. GT testing is done twice per year, once each semester and parents/staff are informed of the nomination process and deadlines.

Classroom teachers provide common assessments to their students in the form of Unit Assessments from The TEKS Resource System. They also provide their own assessments/diagnostics in order to identify student needs and intervention strategies.

Hurshel Antwine met standards in all four Performance Indices. Student Achievement Index 1 target score is 60% of which Antwine's score is 78%, Student Progress Index 2 target score is 30% of which Antwine's score is 39%, Closing Performance Gaps Index 3 target score is 28% of which Antwine's score is 41%, and Postsecondary Readiness Index 4 target score is 12% of which Antwine's score is 26%. Students met STAAR reading, writing and science expectations in all grades. Third grade reading results showed Satisfactory Level II at 78% and Level III Advanced results are 18%. Third grade math results

showed Satisfactory Level II at 77% and Level III Advanced results are 7%. Fourth grade reading results showed Satisfactory Level II at 67% and Level III Advanced results are 12%. Fourth grade math results showed Satisfactory Level II at 56% and Level III Advanced results are 5%. Fourth grade writing results showed Satisfactory Level II at 70.6% and Level III Advanced results are 1%. Fifth Grade reading results showed Satisfactory Level II at 89% and Level III Advanced results are 13%. Fifth Grade math results showed Satisfactory Level II at 67% and Level III Advanced results are 5%. Fifth grade science results showed Satisfactory Level II at 80.2% and Level III Advanced results are 4%.

Additionally, we showed growth in many areas of data for our Limited English Proficient students with respect to the STAAR. TELPAS results show that the Average Composite Scores were the following:

Kinder =Comprehension, 2.4; Overall, 2.1

1st Grade = Comprehension, 2.4; Overall, 2.2; 61% of students progressed at least one proficiency level

2nd Grade = Comprehension, 2.8; Overall, 2.7; 51% of students progressed at least one proficiency level

3rd Grade = Comprehension, 3.2; Overall, 3.0; 56% of students progressed at least one proficiency level

4th Grade = Comprehension, 3.3; Overall, 3.1; 58% of students progressed at least one proficiency level

5th Grade = Comprehension, 3.4; Overall, 3.3; 71% of students progressed at least one proficiency level

Technology continues to be updated in many classrooms with new interactive projectors and computers. We are adding more technology to identified grade levels so that all classes with the most current technology available. Each classroom has two or three Ipads and student computers to support learning.

Technology is also supported during library time. Students are provided instruction regarding the campus web site and how to locate online and library resources, Students are provided instruction using District provided resources such as TexQuest, Britannica, and Library Solutions and how to integrate them in the classroom. Each student has access to Tumble Books and Book Flix which are on-line e-book database to enhance reading and learning.

Scholastic Book Fairs are hosted twice a year. Funds raised are used to purchase additional library books, student prizes for Accelerated Reader participation as well as audio tapes and listening centers for teachers and student to use in the classroom. Approximately 100 trade books are purchased to support our Book of the Month initiative which creates a reading community within the campus. Books are vertically aligned Pk-5 to address Student Expectations and promote reading instruction.

Evening events such as Math Night, Reading Night, Science Night and Writing Night were very successful to provide students and their families increased awareness of the level of performance that will be required of their child(ren) both in class and on state-mandated assessments. Improving home-school partnerships will have a positive impact on student achievement as well.

During each Intersession, Hurshel Antwine hosted a three day Robotics camp. Through the camp, the students explored STEM learning experiences through designing, creating, and controlling LEGO Mindstorm EV3 Robots. Students worked as scientists and engineers to problem solve, communicate, and work as a team. We will continue to hold the camps in the 2016-2017 school year to that will meet the needs of varying levels of robotics ability and will compete in the district ROBOCOM event.

In the 2015-2016 school year, the campus continued on the Project Lead the Way Core Modules. The program will be fully implemented with materials in all grade levels.

A Communities In School "CIS" Coordinator will continue to work to build relationships between the school, the community and the students for the 2016-2017 school year. The main objective of the program was to work with approximately 160 at-risk students. These students and their families were provided with assistance and guidance in the areas of Supportive Guidance, Educational Enhancement, Health & Human Services, Parental Involvement and Career/College Awareness. The CIS Coordinator also assisted with individual & group tutoring, one on one guidance-mentoring, made numerous parent calls and participated and assisted in school wide activities.

Student Achievement Needs

1. Analysis of STAAR data for 2016 in comparison to 2015 shows that Hurshel Antwine improved in all areas, but plateaued in 4th grade writing with a slight drop of about 1% to 67.7% meeting standard; there was a 7% gain in the number of student achieving advanced in writing. End of year TCM and Istation data also indicates that **improvement is needed in first and second grade in the areas of math and reading**.
2. In analyzing our assessment data, it is apparent that there is a need for both horizontal and vertical alignment across grade levels and content areas. Grade level lead teachers need to be identified and vertical alignment meetings must be held at a minimum of monthly.
3. Data also shows a need for more reliance on rigorous classroom instruction and differentiated instruction and less reliance on dittos and rote drill/practice.
4. Data also revealed that while math did show significant growth over 2015, it is still a concern as we continue to climb towards meeting the district's average. *Teachers are being trained during PLCs on the new math TEKS and students in 2nd-5th grades will receive additional math time during Super School . After school tutoring and intersession tutoring is also available for students beginning the first 9 weeks to provide immediate interventions. (Remove and add to strategy in Goal2)*
5. While we have begun providing teachers with training on disaggregating data and putting in place the expectation that classroom teachers disaggregate their student data on a regular basis, data shows a need to introduce various data sources and teach how to use various data to focus instruction.
6. Students who are struggling need to be provided with laser-focused intervention based on their individual assessment results. Instructional programs to supplement instruction such as TouchMath, TCM Focused and Targeted Intervention kits, Better Test Scores, etc. will continue to be provided. Assessment data and feedback from teachers and parents show a continued need to offer Super School, which will allow us to provide remediation and/or enrichment activities to students during the school day, after school tutoring and Saturday camps throughout the school year.
7. Our campus needs to use our two (2) SCE Instructional Coaches (SCEICs) and our early childhood interventionist (ECI), whose fundamental purpose is to provide support for both teachers and at-risk students in order to effect positive change and improve achievement, strategically. The district has provided Antwine Elementary with one TIA funded through the Bilingual Department, whose primary job it is to work with ELL students. We also have a full time Library Aide and At-Risk Aide who can work with struggling students in order to improve academic performance. Students/classes identified to work with our instructional staff are based on assessments and longitudinal data.
8. There is a need to provide a variety of instructional labs for students and staff to utilize. A science lab, math lab and a writing lab need to be made available for use on a rotational basis. SCEIC Coaches and TIAs need to assist with the planning/alignment of lessons and the gathering of materials. There is a need to continue the science/robotics club during intersession and start and after school club to work in the science labs in order to address weaknesses in math and science and to motivate students to participate in the STEM classes to be offered in middle and high school. This should help

- us address weaknesses in math and science data, particularly the number of students reaching the Advanced Level on state STAAR assessments.
9. When looking ahead at our master schedule, it was determined to continue sorting students in a more systematic and equitable manner for the 2016-2017 school year. Most, if not all, bilingual classes will continue to employ the 60/40 rule with respect to placing students so that bilingual classes are a mix of ELL and monolingual students. This heterogeneous approach to student placement has proven more beneficial to our ELL students in particular as they will have English fluent students in class with them who can provide peer assistance and model fluent English.
 10. Data on our Special Education population shows a need for further training for our teachers in the coteaching model so that instruction for special education students is focused and tailored to their needs.
 11. Evening events such as Edible Book Night, Math Night, Reading Night, Science Night and Writing Night need to continue to provide students and their families increased awareness of the level of performance that will be required of their child(ren) both in class and on state-mandated assessments. Improving home-school partnerships will have a positive impact on student achievement as well.
 12. While we have re-allocated much campus funding toward the upgrading or purchasing of classroom and lab technology, this remains an area of need. Classroom computers are still in need of upgrading and the availability of student technology such as iPads, laptops, etc. remains very limited. No additional funds have been provided from the district to support this need. We will continue to make technology a goal with the 2016-2017 campus budget and title I Funds.

School Culture and Climate

School Culture and Climate Summary

Hurshel Antwine is a fun and welcoming campus with happy students and staff. We continue to work on making the school a safe and secure environment for all our stakeholders. Customer service practices are continually refined, and making the school a place where kids and staff enjoy coming to school is a top priority.

School Culture and Climate Strengths

Our campus follows strict safety precautions to ensure the safety of all. All visitors report to the front entrance and must present a valid ID, which is checked electronically by Hall Pass, prior to being allowed access to the building. We have a total of thirteen video cameras that are set up throughout the building to monitor various areas. The footage from the cameras is accessible to campus and district safety personnel should a need arise. Additionally, campus staff are scheduled for weekly duty in locations designated by administration as hot spots. Campus administration, counselors and staff assist with morning and after school monitoring as well as cafeteria monitoring during lunch. Staff are trained to respond promptly should the need arise.

The campus works closely with district personnel to conduct safety walkthroughs. The data from these visits help us keep our safety procedures up to date. The campus has a safety committee that meets monthly to share successes and discuss any concerns. The committee discusses and makes recommendations to help keep our campus safe and secure.

Additionally, Hurshel Antwine Elementary will continue to train and implement PBIS or Positive Behavior Interventions and Supports system. PBIS is designed to promote and support appropriate behaviors for all students on campus. Campus committee have met throughout the 15-16 school year to fine tune the program and will move to a more comprehensive level for 16-17.

Personnel also implement the Olweus Bullying Prevention Program campus wide. The OBPP Committee meets monthly in conjunction with the Safety Committee. Our campus counselors assist administrators with interventions/mediations as needed when bullying incidents arise. 100% of bullying cases are investigated and proper action is taken when necessary.

Watch D.O.G.S continues with a core of dads who help recruit others to come in and act as another set of eyes and ears to ensure safety on our campus. We will continue to encourage male role models to join to increase the number of caring male adults available to serve the students in a variety of school activities. The objective of this program is to get dads involved in spending more time at the school assisting with visibility and monitoring of campus activities such as recess, PE, student drop-off and pick-up, etc.

We also have wonderful parent volunteers and military Partners in Education who take the time away from their busy schedules to serve our students. These many volunteers prove to be critical in assisting with keeping order while our 1062 students rotate in and out of classes. This also allows students to see their parent or family member be involved in the school, thereby reinforcing the home-school connection.

Furthermore, Hurshel Antwine's comprehensive guidance and counseling program is focused on providing a safe and nurturing school climate in which students feel safe and supported. We have implemented district wide initiatives such as the Olweus Bullying Prevention Program (OBPP), the WHO(We Help Ourselves) program, Red Ribbon Week, Career Day, and Middle School transitioning activities. All faculty and staff are trained by both counselors on Child Abuse, Suicide Protocols, Senate Bill 460-Mental Health, and district crisis plan which provides the means for children to express their emotional concerns and feel safe in the school environment. To ensure the safety of our community, teachers and staff members are trained on school safety protocols. Counselors assist with the implementation fire drills, lock down procedures, severe weather drills, reverse evacuations, and responded to the district protocol when needed at other campuses. The counseling team implements the comprehensive guidance program which includes classroom presentations, small group and individual counseling sessions. The counseling curriculum includes Kelso's Conflict Resolution Program and the WHO program. These programs provide students with strategies to assist them in coping with difficult situations and strategies to employ in response to stressful situations.

The district Code of Conduct is used when addressing all student disciplinary issues. Disciplinary action is applied across all grade levels and with all students in a fair and equitable manner, ensuring that each case is looked at individually. Communication with parents as partners in ensuring the safety of our students is paramount.

Student pick-up procedures are consistently being monitored and improved upon to assist with alleviating after-school traffic congestion and safety concerns. All members of the leadership team are on hand to assist with the process as they are placed in strategic locations upon dismissal (bus area, pick-up line, entry and exit gates, crosswalks, etc.). A district security officer is on duty daily to assist with campus needs and show security presence on the campus.

Teachers have a Safety Folder where all procedures and resources that may be needed during a time of crisis will be available to anyone the classroom. A safety bag and folder is in each room where students and staff have access. A schedule for safety drills will continue to be implemented to ensure monthly reminders of the importance of safety. This will allow us to test our drills and provide feedback in a timely manner to all stakeholders.

Antwine will continue with a Safety Patrol program this year with 5th grade students assigned to specific morning duty areas. These students are recommended by teachers and will interview for the position. The purpose of the Safety Patrol is two fold: to assist teachers and staff during morning duty to monitor students on the playground and campus areas; and to promote team work, unity, and life skills. Student expectations have been established to include maintain passing grades, be on time and be a faithful participant. The Safety Patrol was extended to 4th grade the last 9 weeks of the last school year to encourage future participants and promote expectations.

School Culture and Climate Needs

Staff training is needed to address all areas of concern with respect to safety procedures. All processes and procedures need to be streamlined in order to establish uniformity throughout the campus.

There is a need to conduct refresher training to all teachers and students on PBIS Positive Behavior Intervention Supports standards and expectations. Expectations of students need to be clear and posted around the campus as reminders. Students and staff need to be acknowledged for positive behaviors in a proactive approach to avoiding negative behaviors. Campus staff need to refresh on the components of PBIS and to ensure understanding and fidelity to the

program.

The CIS needs to play a direct role in helping us communicate with and train our parents on our safety procedures. There is a need for greater visibility of adults, and all support is welcome.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hurshel Antwine continues to hire not only highly qualified staff, but highly effective staff. Teachers are supported with professional development, HONKS for best practices, and opportunities for growth to ensure the best education for our students. Team building and a sense of family are paramount, and teachers and students happy to be on board.

Staff Quality, Recruitment, and Retention Strengths

All vacant positions are filled in accordance with district policy and law. Interview questions are created, an interview committee convened, and reference checks performed. 100% of vacancies that are filled are done so with a teacher/staff member who is deemed highly qualified by TEA standards. Records of all teacher certifications are kept in the principal's office so that any changes in staff placement may be verified against certifications in order to ensure compliance.

A strong teacher support system continues to add what teachers need to feel supported in the difficult job they do. Weekly Professional Learning Communities (PLCs) bring teachers together to share information about data disaggregation, RTI, lesson planning and various professional development topics. The New Teacher Academy was open to all teachers and was led by the principal. Topics were tailored to teachers' needs based on surveys and by trends collected during walkthroughs. Topics included time management of small group instruction, differentiation using constructivist model, positive behavior support, and station materials building.

Teachers are encouraged to continue their growth and are informed of upcoming professional development outside of what is already being offered by the school. Teachers have taken advantage of various topics including early childhood curriculum and social/emotion needs, co-teaching model, vocabulary instruction, and hands on math and science. In addition, teachers in the New Teacher Academy set up their own instructional rounds and observed each other's classes to gain insight into best practices.

Staff Quality, Recruitment, and Retention Needs

While professional development opportunities have increased and the learning is turned around in the classroom, professional development is a continued area of need. Teachers need training and support in several areas such as guided reading, balanced literacy, BUILD math stations, and several topics to facilitate more rigorous instruction in the classroom. Teachers continue to need training and support in using data to identify student areas of weakness and implementing targeted intervention lessons. As we continue to upgrade our campus technology, training/support in the implementation of available resources needs to be provided in order to ensure the full use of technology purchased for teacher and student use.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In order to offer a top notch education to students, Hurshel Antwine teachers must be given the resources, training and time to investigate best practices for our learners. Because this is understood, it is prioritized and included in teachers' weekly schedules.

Curriculum, Instruction, and Assessment Strengths

Power planning days are led by campus instructional leaders to disaggregate data, create meaningful lesson plans, identify spiraling TEKS, and differentiate instruction to address strengths and weaknesses of individual students.

Weekly grade level meetings are used to provide team building, guided reading, guided math, and accountability training sessions. Research-based instructional materials were provided to support daily academic lessons targeting individual student needs.

New teachers and those new to the grade level are provided support in meeting grade level expectations by our experienced teachers.

Many instructional materials were purchased with SMART Grant funds. Examples include BTS (Better Test Scores) which can be used as pre and post assessments, TouchMath, math manipulatives, TCM materials such as Focused Reading Intervention, Targeted Math Intervention, Nonfiction Readers kits, etc.

Curriculum, Instruction, and Assessment Needs

Teachers and staff need continued support and resources to support their math and science instruction. Teachers must plan and deliver weekly hands-on science labs where they will follow the scientific process and upper grade classes will be rotated through the science labs each week. This requires the availability of science resources and lab materials as well as math manipulatives and tools.

SCEI Coaches need now move deeper with the campus staff with training relevant to campus and district initiatives and that address campus needs, to include research based interventions to support our RTI process, station teaching, drilling down in data to find trends, and ensuring all students (including tier 1) continue to grow and show progress.

Data shows a need to use a variety of resources to integrate vocabulary rich lessons using novel sets and author studies. Students need to make a connection to writing by implementing Empowering Writers lessons. Campus assessment data shows that our students need more exposure and access to informational

text, particularly non-fiction text supportive of social studies and science content.

Family and Community Involvement

Family and Community Involvement Summary

Hurshel Antwine understands that the school is only as good as its community support. Therefore, we open our doors to the community regularly and also invite all to join us off campus at Spirit Nights.

Family and Community Involvement Strengths

Some of the opportunities for the community to get involved include a Mother/Son Dinner and Dance along with a Father/Daughter Dinner and Dance which are a great success. We hosted a Million Father March wherein over 100 dads joined us to walk their child to school. We held Santa Photos and provided Thanksgiving Gift baskets along with a Holiday Giving Tree to families in need. We have had students perform in our Talent Show as well as monthly Celebrate Literacy Night performances and family activities for each grade level, such as arts and crafts. These successful events will continue as long as the community shows an interest in them.

Every month each grade level has a Terrific Kids ceremony that parents are invited to attend. Each student is also recognized at our End of the year Awards. Awards include a Principal's Award with a trophy, Perfect & Faithful Attendance with a trophy or medal (respectively), trophy or medal for A & A/B Honor Roll, and certificates for Citizenship, Most Improved and for each academic subject. 5th grade was offered Sundaes at Sunset with their family as the closing of their year (the opening being Donuts at Dawn) which will be the beginning of a new tradition at Antwine.

We open the campus for parents to join their children at events like Kite Day/Chalk the Block, Grandparents Day Celebration, Veteran's Day, World Read Aloud Day, Christmas Specials, and Fall Festival.

Our Parent Liaison offered weekly workshops not only for Hurshel Antwine parents, but for the community as well. Workshops included Academic English, Academic Social Studies, Family Frameworks workshops, and others that not only benefit those in attendance but prepares them to help their children, grandchildren, nephews or nieces with their education. Also parents participate in Olweus antibullying workshops and are educated on our antibullying program. Our CIS will continue this work for the upcoming year.

Antwine has a wonderful volunteer program. Our parent volunteers have put in over 7,000 hours supporting teachers, students and the community. Our wonderful volunteer team have helped in coordinating, planning and executing many wonderful projects for the school including the Father Daughter Dance and Mother Son Dance. They work hard to complete any task given to them including any teacher request. As a team we have fundraised for our school and for our program to buy t-shirts and support our very own volunteer program.

The Hurshel Antwine Counselor's Dept. has created long lasting partnerships with local community organizations. Peter Piper Pizza and Burger King provided student and teacher incentives which encouraged students to achieve high standards and in attendance. Texas Dental Clinic provided incentive to encourage dental hygiene education. The department of Home Land Security provided helicopter, bicycles, canine unit and guest speakers to highlight

educational and career opportunities. The counseling program partnered with Peter Piper Pizza, Operation School Bell and West Texas Food Bank. Students in all grades collected enough food to donate to about 20 community families in need. In addition, Antwine's toy drive made it possible for our own Antwine families to come "shop" for holiday gifts. Participation with the local non-profit organization Operation School Bell Supported 26 of our students with school uniforms and back packs.

We have had Peter Piper Pizza, Burger King and Bush's Chicken Nights and provided students with company incentives. Parents were invited to participate in our Student Led Conferences and Book Fairs as well as to volunteer on our campus during critical times such as lunch/recess as extra eyes to monitor students and/or to provide physical activities for students during recess.

In addition, detailed monthly parent newsletters are sent home keeping families abreast of events and important information. The Blackboard Connect system is used frequently in order to remind parents of important campus events and deadlines. The faculty and staff has also taken to Twitter to highlight and showcase the positive happenings on the campus. Information for parents is also sent through Twitter as another avenue to communicate.

Our Partners in Education (PIE) members have been very visible and supportive this school year. Peter Piper provided dictionaries for all 3rd graders and Chick-fil-A works closely with our volunteers to cater the Mother/Son and Father/Daughter Dances. Each of these events has provided unique opportunities to reinforce a positive connection between home and school.

Family and Community Involvement Needs

Hurshel Antwine is excited to begin another school year where we can continue to develop and engage our parents and community more effectively to improve student learning.

We look forward to supporting parents more effectively through Family Frameworks, English Classes, Monthly Military Parent Nights, and the like. Parent involvement needs to be comprised of meaningful activities such as math, reading, science and writing nights each semester. We have had many events this past year to promote our students and we are eager to be able to involve our parents and community more frequently to develop stronger ties with all stakeholders. Latino Family Literacy, Watch D.O.G.S. and other events need to continue so that parents continue to feel more welcome at the campus, to foster parental involvement and to promote the home-school connection. This can only happen if we have a vested group of parents who are willing to help us work out the logistics of a community event and help with man power.

School Context and Organization

School Context and Organization Summary

Hurshel Antwine has seen quite a bit of staff and administration turnover in the last two years. The school is safe and stable and systems are being implemented and refined to ensure our students receive a top notch education.

School Context and Organization Strengths

At Hurshel Antwine Elementary, we have worked closely with the staff on accountability and moving towards examining progress. We use a variety of methods to do so.

Teachers are provided with release time for instructional planning each nine weeks and periodically throughout the nine weeks. Evidence of prior professional development, disaggregation of student data, interventions for struggling learners and enrichment for Tier I students are all expected to be noted in teacher lesson plans. Each teacher is also asked to serve on campus committees in order to ensure their input and feedback as well as their participation in campus decisions.

Walkthroughs are conducted regularly. Teachers are provided with specific feedback and suggestions in the walkthrough and observation narratives so that they have strategies to implement when administration identifies areas to address. A data wall was established and is reviewed and analyzed consistently to monitor trends of strength and weakness.

As a result of the Campus Climate Survey, feedback provided by campus staff was used to develop a Climate Survey Action Plan which included meeting with and setting new expectations with various stakeholders such as custodians and cafeteria staff. Weekly and/or monthly meetings are held between the head custodian and administration to address needs of the physical building such as painting, improved ways of cleaning and expectations for the use of equipment, etc. As a result, the building is in much better condition.

Teachers were provided with professional development on the Accountability System currently used in the state of Texas and specifics dealing with what each accountability Index includes. Data from spring benchmarks, common assessments, STAAR testing, Istation and TCM were used to drive instructional decisions and make-up of remediation sessions during planning with grade levels. Student assessment data is used to identify which students require remediation and on what specific Student Expectations.

Teachers were provided with a notebook in which to update their data each nine weeks in areas such as Istation, TCM, common assessments, RtI, etc. This data was required to be updated and reviewed during RTI and parent meetings. Additionally, teachers of STAAR-tested grade levels were required to complete a data reflection sheet which included their individual class performance for all students as well as special populations of students such as ELL, Special Education, economically disadvantaged, and on which to include reflections as to what worked well this year in their class and what they would do differently next year.

Staffing decisions such as teacher grade level placement was driven by classroom performance and student assessment data as well as certifications and requests by teachers. Classes for next year were built using an objective and fair manner in order to ensure that teachers had classes with similar demographics and student make-up.

During faculty meetings, which are held monthly, staff are provided with relevant district policies, such as DNA (Local), based on needs identified on our campus (teacher attendance, evaluation questions, etc.). Additionally, teacher evaluations are completed using the Scoring Criteria Guide and using multiple sources of data such as walkthroughs, attendance, compliance with policies and directives, classroom management, assessment data (common assessments, STAAR, TCM, Istation, district benchmarks, etc.). More serious issues or infractions are addressed in writing with a Memorandum, etc. Staff who are struggling are placed on growth plans (TINAs) and provided with many opportunities to improve performance.

School Context and Organization Needs

While many processes were put in place, refinements to systems and processes must continue into next school year.

Monthly meetings with both the custodial staff and the cafeteria management team need to continue to take place so that all teams know the expectations and feel they are a vital part of our team. PD and team instructional focus meetings will continue once per nine weeks, followed by bi-weekly planning sessions with administration and SCEICs at all grade levels. Teachers need to be provided with additional strategies for unpacking the state standards and for data disaggregation. Student performance data must be used to drive all instructional decisions, including budgetary expenses.

As a means to providing more targeted intervention and in-time assistance, students need to be administered a pre- and post-test, using resources such as Better Test Scores BCSCR tutoring, Mentoring Monds, etc. This will provide teachers and administration with data on the effectiveness of student interventions as well.

Walkthroughs and staff evaluations must continue on a regular basis. The new evaluation system The Texas Teacher Evaluation and Support System (TTESS) will be implemented for the 2016-2017 school year. Teachers will require support in understanding what the expectations are and how the components come together over the school year. Teachers who are struggling need professional development and strategies specific to their needs in order to assist them in improving their performance. Additionally, teachers need to be tiered based on numerous factors such as student performance, their absences, compliance with policies and procedures, classroom management (number of disciplinary referrals, failure rates, etc.) in an effort to assist administration and support staff with identifying staff who are struggling and to differentiate professional development activities.

Data shows a need to hold Accountability Talks with all staff after the first 9 weeks grading period. Staff in need of additional support or who have high failure rates or low achievement rates need to be called in more frequently for additional Accountability Talks in an effort to provide additional support and document progress.

There is a need to continue to work closely with our district instructional staff in the Bilingual, Special Education and Curriculum & Instruction departments. Regular data meetings and feedback sessions need to be held with district directors and instructional specialists to determine how the district staff might be able to support Hurshel Antwine.

Technology

Technology Summary

It is understood that our students are coming to us as digital natives, and our technology needs to keep up with our students' ever-growing technological capabilities.

Technology Strengths

In 2015-2016, a needs assessment on all technology was implemented in an effort to determine whether or not our technology had the ability to meet the needs of instruction and ensure students had access to all available resources. Obsolete technology was sent to warehouse and new equipment was purchased within the budget allotment. The refresh process will continue in stages as budget allows.

Various trainings were offered to teachers on applications and programs that can be used to instruct students including Kahoot, iStation, Think Through Math, Plickers, and Starfall to name a few. For summer 2016, Antwine joined the Scholastic Summer Reading Challenge which encouraged students to read and log their minutes online. By mid-summer, Antwine was ranked 74th in the nation for most minutes read.

Our Robotics teams are using various models to build and program robots. Depending on the student's level, they may be using a VEX robot, Lego or Goldi-blox. With the help of the SMART grant, we have been able to reach any student who is interested in learning about robotics.

Hurshel Antwine participated in Hour of Code wherein students learned the coding that goes into creating games and apps. This was such a huge success, students continue to use it in the labs and in their classrooms.

Technology Needs

The classroom computers had not been updated in many years and the needs assessment has targeted areas in most need of an update. New equipment will continue to be added as budget allows. Ipads need to be purchased and maintained, as the newest learning tools are available through apps that the students respond to so positively. Interactive projectors need to be purchased in stages to replace older models.

Aside from equipment, there is a strong need for more technology staff and support at the district level. Our needs are constant with repairs, updates, installation, and troubleshooting.

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

- 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

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, Hurshel Antwine will increase the overall climate survey rating by a minimum of .25 points ensuring stakeholders feel physically and emotionally safe at school and school related events.

Evaluation Data Source(s) 1: Our overall climate survey rating will average a 3.5.

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 6</p> <p>1) All visitors must report to the front entrance and present valid ID which is verified through the Hall Pass system. All visitors are to be provided a large pass to wear so it is visible by all.</p>	1	Teachers, staff, custodians, district security officer, Watch DOGS	Stakeholder perception data Safety Walkthrough Feedback			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Campus staff are scheduled for full-week duty in locations designated as hot spots. PE staff, counselors, and administration assist with cafeteria monitoring during lunch.</p>	1, 9	Teachers, counselors, staff, administration, security guard	Stakeholder perception data Safety Walkthrough Feedback Discipline Data			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>3) Watch D.O.G.S. will continue encouraging our Cougar dads and male family members to become more involved in the school community thereby increasing male presence on our campus.</p>	1, 2, 6	Cougar dads, CIS, administration	Stakeholder perception data Community Involvement Sign Ins			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>4) The Olweus Bullying Prevention Program committee will meet monthly to discuss campus needs. Bullying prevention posters will be posted around the campus to increase awareness of Olweus Program with all stakeholders. More emphasis will be given on the skills and opportunity to be kind to others.</p>	1, 2, 9	Olweus committee, teachers, administration, counselors	Student perception data Staff perception data Discipline data PBIS activity logs			
Funding Sources: 199 - General - \$0.00						

<p>Critical Success Factors CSF 4 CSF 6</p> <p>5) Campus counselors assist administration with interventions/mediation as needed when bullying incidents arise. 100% of bullying cases are investigated and proper action is taken when necessary. 100% of bullying incidents are reported through the K-12 Alerts System</p>	1, 2, 9	counselors, administration	Student perception data Staff perception data Discipline data PBIS activity logs			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>6) The campus CIS will provide information to parents at parent meetings, parent classes, etc. on the topics of bullying prevention, reporting, sexting, etc.</p>	1, 2, 9	CIS	Stakeholder perception surveys Sign in sheets for classes/conferences Home visit documentation and results			
Funding Sources: 211 - Title I, Part A - \$1,225.00						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>7) Implement Phase 3 of the Positive Behavior Interventions and Supports (PBIS) program campus-wide with the addition of a Cougar Awards shop. Continue with a PBIS Committee to ensure implementation of components is addressed through PBIS Committee to teachers and staff.</p>	1, 2, 4, 9, 10	Campus Administration, PBIS Committee, Counselors	Student perception data Staff perception data Discipline data PBIS activity 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 2: For the 2016-2017 school year, Antwine will meet 100% of requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Antwine will fulfill 100% of safety audits expectations.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) District personnel will conduct regular safety walkthroughs. The data from these walkthroughs is used to help us keep our safety procedures up to date.</p>	1	Teachers, staff, safety committee, security guard	Staff perception data Walkthrough results			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Safety/PBIS/Olweus committee meets on a monthly basis to discuss safety procedures and implementation of district safety initiatives.</p>	1, 4	Teachers, staff, committee	Student/staff perception data Sign in sheets Discipline data PBIS activity logs Olweus class observations Safety walkthrough results			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>3) Provide staff training on campus safety plan and emergency scenarios.</p>	1, 4	Safety committee, administration, SISD Police Services	Student/staff perception data Safety walkthrough results			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>4) Teachers will receive a safety folder and bag where all procedures, resources, and class roster will be ready for emergency situations.</p>	1, 4	Teachers, safety committee, administration	Teacher perception Drill/event data and feedback Safety walkthrough results			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 6</p> <p>5) Establish a schedule of monthly safety drills. Provide feedback in a timely manner to all stakeholders.</p>	1, 4	Safety committee, administration	Drill documentation sheets Drill/event data and feedback			
Funding Sources: 199 - General - \$0.00						

<p align="center">Critical Success Factors CSF 6</p> <p>6) CIS will communicate with and train parents on our safety procedures during scheduled parent meetings and provide refreshments.</p>	1, 4, 6, 10	CIS	Family perception data Sign in logs from conferences/classes			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<p align="center">Critical Success Factors CSF 6</p> <p>7) Communicate safety expectations and campus procedures for parking, student drop-off/pick-up, removal of students early, and entering the building, etc. in the beginning of year newsletter and at Open House.</p>	1, 6	Campus Administration, security guard	Community perception data Newsletters Global call outs Safety walkthrough data			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: 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, Hurshel Antwine will increase the level of instructional rigor across the core content areas as can be indicated by an improvement in district ranking and student state assessment scores by the following percentages: Reading will increase from 80% to 87%, Math will increase from 76% to 83%, Writing will increase from 68% to 78% and Science will increase from 81% to 88%.

Evaluation Data Source(s) 1: Comparison of 2015-2016 to 2016-2017 School Report Cards indicating a 7% point increase in Reading, Math and Science and a 10% point increase in writing.

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
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Create grade-level SMART goals as it pertains to student academic achievement for continual monitoring</p>	1, 2, 9	Teachers, SCE Interventionists, Campus Administration	meeting SMART goals as indicated by district benchmarks, Istation, TCM, and STAAR results			
Funding Sources: 199 - General - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will collaborate weekly to analyze data, plan rigorous lessons, and horizontally/vertically align instruction.</p>	1, 2	Campus Administration, SCE Interventionists	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Increase implementation of best practices such as Kagan, Marcia Tate, SIOP, differentiated lessons, and effective co-teaching to enhance student engagement</p>	2, 3, 9	Teachers, SCE Interventionists, Campus Administration	increase in implementation of instructional best practices as indicated in walkthroughs			
Funding Sources: 199 - General - \$0.00						

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Purchase instructional resources and bilingual resources including, but not limited to, Scholastic, Mentoring Minds, Lone Star, ECS, Kamico, Curriculum Assoc. Follett and Perfection Learning, as well as, supplemental technology to include incentives and awards for outstanding achievement.</p>	1, 3, 5	Campus Administration, Campus Secretary	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
Funding Sources: 211 - Title I, Part A - \$40,000.00, 199 - General - \$21,500.00, 199 - General Fund: SCE - \$1,000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Employ two SCE Interventionist coaches to support teachers with instructional planning, data disaggregation, classroom lessons, and student interventions</p>	1, 2, 4, 9	Campus Administration, State and Federal Programs Department	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
Funding Sources: 199 - General Fund: SCE - \$0.00						
<p>Critical Success Factors CSF 1</p> <p>6) Employ 1 Early Childhood Interventionist Coach to support Early Childhood teachers with instructional planning, data disaggregation, classroom lessons, and student interventions</p>	1, 2, 4, 7, 9	Campus Administration	increase in student achievement as indicated by district milestones Istation reports, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
Funding Sources: 199 - General Fund: SCE - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>7) Employ 1 Temporary Instructional Aide to support instruction and student interventions</p>		Campus Administration	2017 System Safeguard Status Report			
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 2</p> <p>8) Employ 1 full-time At-Risk Aide to work with identified at-risk students in the areas of math and reading</p>	1, 2, 9, 10	Campus Secretary, Campus Administration	decrease of 3% points, from 57% (2014-2015 TAPR) to 54%, in the number of students identified at-risk on the Texas Academic Performance Report			
Funding Sources: 199 - General Fund: SCE - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>9) Employ a Library Aide who will spend 3.75 hours a day working with at-risk students in the areas of math and reading</p>	1, 2, 9, 10	Campus Administration, Campus Secretary				
Funding Sources: 199 - General Fund: SCE - \$0.00						

<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>10) Provide students coded At-risk for reading and language arts with Lexia interventions.</p>	<p>1, 2, 9</p>	<p>Teachers, SCE Interventionists</p>	<p>increase in student achievement as indicated by district milestones Istation reports, and student grades;</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: 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, 60% of the tests taken by English Language Learners and special education students will meet or exceed the satisfactory standard in reading, math, writing and science to meet all State System Safeguards.

Evaluation Data Source(s) 2: 2017 State System Safeguards Status Report indicating 100% of System Safeguards were met.

Summative Evaluation 2: Some progress made toward meeting 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 CSF 4</p> <p>1) Employ 2 SCE Interventionist coaches to tutor special education and ELL students during the school day and during extended school opportunities</p>	2, 9	Campus Administration, SCE Interventionist Coaches	2017 System Safeguard Status Report			
Funding Sources: 199 - General Fund: SCE - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Provide ELL learners with supplemental instructional resources including, but not limited to, laptops, tablets, e-dictionaries and language acquisition resources to accelerate academic achievement and close the 14% point gap with the All Students group</p>	1, 2, 9	Campus Administration, Campus Secretary	decrease in the 14% difference (2014-2015 TAPR) between ELL and All Students as indicated on the Texas Academic Performance Report under STAAR Percent at Phase-in Satisfactory Standard for All Subjects			
Funding Sources: 199 - General Fund: Bilingual - \$8,900.00, 211 - Title I, Part A - \$40,000.00, 199 - General Fund: SCE - \$1,000.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Provide Special Education students with supplemental instructional resources including, but not limited to, laptops, tablets, e-dictionaries, and calculators to accelerate academic achievement and close the 35% point gap with the All Students group</p>	1, 2, 9	Campus Administration, Campus Secretary	decrease in the 35% difference (2014-2015 TAPR) between SPED and All Students as indicated on the Texas Academic Performance Report under STAAR Percent at Phase-in Satisfactory Standard for All Subjects			
Funding Sources: 199 - General Fund : Special Education - \$1,000.00, 199 - General Fund: SCE - \$1,000.00, 211 - Title I, Part A - \$40,000.00						

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

Goal 2: 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: Hurshel Antwine will earn the Student Progress Distinction, Top 25% on the state-released School Report Card for 2017.

Evaluation Data Source(s) 3: 2016-2017 School Report Card indicated the distinction was earned.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Identify students in need of immediate intervention through the use of class profile data sheets on Eduphoria and provide intervention during the school day and extended learning times</p>	1, 2, 3, 9	Teachers, SCE Interventionists, Counselors, Campus Administration	increase from 64% (2014-2015 SRC) of students who Met or Exceeded progress as indicated on the 2017 School Report Card			
Funding Sources: 199 - General Fund: SCE - \$10,000.00, 211 - Title I, Part A - \$28,000.00						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Create individualized instructional plans that target specific goals for each student's growth</p>	1, 2, 9	Teachers, SCE Interventionists,	meeting SMART goals as indicated by district benchmarks, Istation, TCM, and STAAR results; increase of 16% points (2014-2015 SRC) in the number of students who Met or Exceeded progress as indicated on the 2017 School Report Card			
Funding Sources: 199 - General - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Tutor struggling students in small groups (no more than 12) in the core content areas during school, after school, during intersession, and Saturday Schools</p>	1, 2, 3, 9	Teachers, SCE Interventionists, Campus Administration	meeting SMART goals as indicated by district benchmarks, Istation, TCM, and STAAR results; increase of 16% points (2014-2015 SRC) in the number of students who Met or Exceeded progress as indicated on the 2017 School Report Card			
Funding Sources: 211 - Title I, Part A - \$28,000.00, 199 - General Fund: SCE - \$10,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: 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, Hurshel Antwine will increase the percentage of students at the Postsecondary Readiness on the state-released School Report Card as follows: Two or More Subjects - from 25% to 30%, Reading - from 36% to 41%, Writing - from 23% to 30%, and Science from 23% to 30%.

Evaluation Data Source(s) 4: Comparison of 2015-2016 to 2016-2017 School Report Card will indicate an increase of the following percentage points:









Two or More Subjects - from 25% to 30%

Reading - from 36% to 41%

Writing - from 23% to 30%

Science from 23% to 30%

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
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Provide students with enriched learning opportunities including, but not limited to, TEKS aligned field trips, UIL, Robotics Club, SWAT, Project Lead the Way and Destination Imagination Teams to enhance students' critical thinking and problem solving skills.</p>	2	Campus Administration, Counselors, Teachers	percentage of students involved in enrichment activities, increase from 25% to 35% (2014-2015 SRC) in the number of students meeting the Postsecondary Readiness Standard on the 2017 School Report Card			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: 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: Hurshel Antwine will provide 100% of its students (including ELL, Special Education, Gifted and Talented) with the appropriate learning opportunities and grade placements, differentiated to meet their needs, to ensure that they are well prepared for secondary education.

Evaluation Data Source(s) 5: Comparison of 2015-2016 to 2016-2017 School Report Card will indicate an increase of the following percentage points in Index 4 (Postsecondary Readiness):

Two or More Subjects - from 25% to 30%

Reading - from 36% to 41%

Writing - from 23% to 30%

Science from 23% to 30%

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Relate the five endorsements outlined in House Bill 5 (STEM, Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary) to daily classroom lessons.</p>	3, 7	Campus Administration, Counselors, Teachers	Walkthrough data indicating teachers relate House Bill 5 to daily lessons, increase in student awareness of endorsements			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Implement an RtI process which ensures that struggling students identified and provided with targeted assistance and progress monitoring</p>	1, 3, 9	Teachers, SCE Interventionists, Counselors, Campus Administration	individual student grades, number of GPC meetings held			
Funding Sources: 199 - General - \$0.00						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Refer students who are not progressing or responding to RtI process for additional testing such as Dyslexia, special education FIE or admission into the 504 program.</p>	1, 3, 9	Campus Administration, Special Education Teachers, Classroom Teachers, Counselors, Educational Diagnostician, Social Worker Clerk	appropriate number of referrals to diagnostician/counselors for additional testing			
Funding Sources: 199 - General - \$0.00						

Critical Success Factors CSF 1 4) Provide students receiving special education with services required by their IEPs	1, 3, 9	Diagnostician Special Education Department Campus Administration	student artifacts demonstrating IEP compliance			
	Funding Sources: 199 - General Fund : Special Education - \$0.00					
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 5) Place students coded as English Language Learners (ELL) in classroom with bilingually certified teachers unless parents have waived or denied services and documentation of waivers and denials are maintained	1, 3, 9	LPAC Coordinator, PEIMS Clerks	LPAC minutes, PEIMS reports			
	Funding Sources: 199 - General Fund: Bilingual - \$0.00					
Critical Success Factors CSF 1 CSF 5 6) Advertise the Gifted and Talented nomination process to campus stakeholders through the use of the campus website, flyers, and faculty meetings	1, 6	Campus Administration, GT Coordinator	increase from 2.1% to 4.1% (2014-2015 TAPR) in the number of students identified as Gifted and Talented as indicated on the 2016-2017 Texas Academic Performance Report			
	Funding Sources: 199 - General: Gifted and Talented - \$0.00					
Critical Success Factors CSF 1 7) Provide students identified as Gifted and Talented with differentiated learning opportunities, such as participation in GT projects, differentiated classroom lessons and field trips, to meet their educational needs.	1, 3	Teachers, GT Coordinator, Campus Administration	GT Projects, increase in differentiated lessons addressing GT students as indicated in walkthroughs			
	Funding Sources: 199 - General: Gifted and Talented - \$1,250.00					
= 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, 75% of documented walkthroughs and formal observations will indicate evidence of instructional best practices.

Evaluation Data Source(s) 1: Seventy-five percent of documented walkthroughs and formal observations will indicate evidence of instructional best practices.

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 CSF 7</p> <p>1) Train teachers on the Texas Teacher Evaluation and Support System during the week of July 25, 2016 to outline educator expectations</p>	2, 3, 4	Campus Administration	Teacher survey indicating understanding of the T-Tess process			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide teachers with timely feedback (within 48 hours) on class lessons</p>	2, 3, 4	Campus Administration	increase in the frequency of best practice implementation as indicated in teachers' walkthrough data			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Provide teachers with ongoing staff development by district personnel, SCE Interventionists, campus administration, and lead teachers based on campus needs identified throughout the year</p>	1, 2, 3, 4, 5, 8	Campus Administration	increase in the frequency of best practice implementation as indicated in teachers' walkthrough data			
Funding Sources: 199 - General - \$1,000.00, 211 - Title I, Part A - \$12,000.00						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Provide teachers with self-identified or administration-identified professional development based on campus need. Possible trainings include Kagan for new teachers, Empowering Writers for grades 1 through 5, and Kim Sutton math.</p>	2, 3, 4	SCE Interventionist Campus Administration	increase in the frequency of best practice implementation as indicated in teachers' walkthrough data			
Funding Sources: 199 - General - \$1,000.00, 211 - Title I, Part A - \$12,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: Hurshel Antwine will provide funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to earn the Student Progress Distinction, Top 25% on the state-released School Report Card for 2017 and meet state system safeguards for the special education population.

Evaluation Data Source(s) 2: 2016-2017 School Report Card indicating the Student Progress Distinction was earned and 2017 State System Safeguards Status Report indicating 100% of System Safeguards were met.

Summative Evaluation 2: Some progress made toward meeting 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</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide teachers with professional development on issues regarding Special Education, including but not limited to, IEP implementation, creating Behavior Improvement Plans, and the RtI process to accelerate academic achievement and close the 35% point gap with the All Students group</p>	3, 4	Campus Administration, SCE Interventionists	effective implementation of IEPs, BIPs, targeted interventions and other SPED-related strategies as indicated in teachers' walkthrough data; decrease in the 35% difference (2014-2015 TAPR) between SPED and All Students as indicated on the Texas Academic Performance Report under STAAR Percent at Phase-in Satisfactory Standard for All Subjects			
Funding Sources: 199 - General Fund : Special Education - \$1,000.00, 211 - Title I, Part A - \$12,000.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide teachers with professional development regarding English Language Learners including, but not limited to the Bilingual Conference held by Region 19, to accelerate academic achievement and close the 14% point gap with the All Students group</p>	2, 3, 4	Campus Administration, SCE Interventionists, LPAC Coordinator	decrease in the 14% difference (2014-2015 TAPR) between ELL and All Students as indicated on the Texas Academic Performance Report under STAAR Percent at Phase-in Satisfactory Standard for All Subjects			
Funding Sources: 199 - General Fund: Bilingual - \$1,000.00, 211 - Title I, Part A - \$12,000.00						
<p>Critical Success Factors CSF 1 CSF 3</p> <p>3) Seek professional development for campus administration that addresses supporting teachers with best practice implementation</p>	2, 4	Campus administration	Turn-around trainings, increase in the frequency of best practice implementation as indicated in teachers' walkthrough data			
Funding Sources: 199 - General - \$1,000.00						
<p style="text-align: center;"> = 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 1: During the 2016-2017 school year, Antwine will implement collaborative educational involvement activities, events, and volunteer opportunities for parents and community members on a monthly basis in order to promote teamwork and unity in the education of students, resulting in a minimum 10% increase in parent/community member participation from our current number of 52 volunteers.

Evaluation Data Source(s) 1: Parent/community member participation in campus-level activities will increase by at least 10% from our current number of 52 volunteers.

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 CSF 5 CSF 6</p> <p>1) Provide monthly enrichment activities/opportunities for families and community members involving topics suggested by parents, teachers, staff and administration and provide refreshments for these events. Activities/topics include parent academic nights, student programs/performances, military nights, science nights, literacy nights, writing nights, technology nights, parent volunteer nights, etc..</p>	1, 2, 6, 10	Administration, Teachers, Communities in Schools, Librarian, Counselors, SCEI Coaches	<p>Number of family and community engagement activities, conferences, programs and workshops.</p> <p>Number of community partners and family members participating in activities, conferences, programs, and workshops.</p> <p>Observed results from family involvement activities and community partnerships.</p> <p>EOY/STAAR/TELPAS assessment data</p> <p>Parent/Teacher surveys/feedback</p>			
Funding Sources: 211 - Title I, Part A - \$2,225.00						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Hold student-led conferences twice per year, once per semester to discuss student's report card and offer incentives for parent attendance.</p>	1, 6	Campus Administration, Teachers	Improved student behavior and achievement as measured by discipline referrals and EOY assessment results			
Funding Sources: 199 - General - \$0.00						

<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Provide parents and community members the opportunity to gain better understanding of the state's curriculum and student expectations through STAAR nights for each tested content area and provide refreshments for attendees.</p>	1, 6, 10	Administration, Teachers, Counselors, Communities in Schools, SCEICs, TIAs, Aides	<p>Participation results from STAAR night sign-in log.</p> <p>Family perception surveys reflecting a better understanding of how parents can support student academic growth.</p> <p>Observed results from STAAR nights</p>			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Employ a Communities in Schools Representative who will enhance 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.</p>	1, 6, 10	Campus Administration	<p>Parent attendance and family participation counts during campus activities as reflected by sign-in sheets.</p> <p>Parent/community member communication logs.</p> <p>Climate survey results</p> <p>Observed results from community partnerships</p>			
Funding Sources: 211 - Title I, Part A - \$17,500.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Provide families of LEP/ESL students with weekly and/or monthly classes that promote literacy and student academic support and achievement such as Latino Family Literacy Program and Ingles Sin Barreras, with refreshments to encourage participation.</p>	1, 2, 6, 7, 10	Administration, CIS, teachers	<p>Parent/family sustained participation based on sign-in sheets and agendas</p> <p>Improved LEP student performance and academic achievement</p> <p>Parent surveys</p> <p>Teacher feedback regarding parental involvement and participation</p>			
Funding Sources: 211 - Title I, Part A - \$2,225.00, 199 - General Fund: Bilingual - \$2,500.00						
<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 2: By the end of the 2016-2017 school year, Hurshel Antwine will increase the number of meaningful partnership activities with businesses, higher education institutions, and other outside agencies to support student education from 13 to at least 18 partners in education.

Evaluation Data Source(s) 2: Hurshel Antwine will establish at least 5 additional partners or partnership activities with businesses, higher education institutions, and other outside agencies that support education.

Summative Evaluation 2: Some 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 5 CSF 6</p> <p>1) Develop and implement a collaborative plan with businesses, higher education institutions, and other outside agencies that incorporate school-community activities, functions, and services such as Partners in Education, Fort Bliss Renegades, Peter Piper Night, Burger King Night, Latino Family Literacy Program, Family Frameworks, English Classes, Educations Go Get it, and Military Parent Nights.</p>	6, 10	Administration, Counselors, Communities in Schools, Parents, Teachers	<p>Increase in active parent involvement as noted in observed results, sign-in sheets, and logs.</p> <p>Increased community involvement and support from parents and outside agencies according to volunteer logs, sign-in sheets, and agendas.</p> <p>Customer service surveys, phone logs, and documented conferences.</p>			
Funding Sources: 199 - General - \$0.00						
<p>2) Develop, coordinate, and provide weekly and/or monthly classes/information sessions for parents/families from community outreach programs and services from Partners in Education while providing refreshments to encourage participation.</p>	1, 6, 7, 10	Administration, CIS	<p>Agendas</p> <p>Parent participation sign-in sheets</p> <p>Parent and feedback/surveys</p> <p>Number of sessions/classes held</p> <p>Number of community partners</p>			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
<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 3: For the 2016-2017 school year, Antwine will improve their customer service and school communication satisfaction ratings from 3.34 to a minimum of 3.6 on a 4.0 scale by creating a positive environment that encourages parents, business holders, and community to actively engage in the education process in a more consistent manner.

Evaluation Data Source(s) 3: Customer service satisfaction ratings regarding customer service and school communication as reported in surveys by parents, staff, and community members will average a minimum of 3.6 on a 4.0 scale.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) For the 2016-2017 school year, Hurshel Antwine will have a minimum of two customer service trainings with refreshments to ensure a positive and welcoming school climate for parents and community members.</p>	6, 10	Administration, staff	<p>Sign-in sheets and agendas</p> <p>Customer service surveys, phone logs, and documented conferences.</p> <p>Teacher, student, staff, and community member perception data.</p>			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Improve communication plan to increase parental/community involvement through a Home School Connection Newsletter, Global Connect Communication System, Digital Marquee, Communities in Schools Newsletters, classroom teacher newsletters, Twitter, and campus website.</p>	6, 10	Administration, Teachers, Librarian, Counselors, Communities in Schools	<p>Number of modes of communication used to inform families of parental involvement opportunities.</p> <p>Staff, community and family perception surveys regarding home-school communication and parental involvement.</p> <p>Increased participation and involvement by families and community members in campus and classroom activities/programs.</p>			
Funding Sources: 211 - Title I, Part A - \$1,225.00						
<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, 70% 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: 70% 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.

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
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Form vertical alignment teams for reading/social studies, mathematics, science and writing who will meet monthly to ensure that there is alignment across grade levels, ensure implementation of the TEKS in all content areas, and ensure curriculum pacing/targeted instruction.</p>	1, 2, 3	Campus Administration, Teachers, SCEI Coaches	Lesson plans and their implementation Classroom observation/walkthrough data Student academic performance and assessment scores			
Funding Sources: 199 - General Fund: SCE - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide targeted, data-driven interventions for students in all sub-populations who are at-risk or struggling during the day, after school, on Saturdays or during intersessions.</p>	1, 2, 3, 9	Campus Administration, Teachers, SCEI Coaches, Instructional Aides, TIAs	Intervention decisions based on aggregated/disaggregated data such as STAAR/TELPAS/formative assessments. Formative assessment results reflecting decreased numbers of Tier 3 students Classroom observation/walkthrough data Response to intervention documentation/tracking Tutoring reports and attendance logs			
Funding Sources: 211 - Title I, Part A - \$28,000.00, 199 - General Fund: SCE - \$10,000.00						

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p>	1, 3	Campus Administration	Increase in student and teacher attendance rates			
<p>3) Implement strategies to increase student and teacher attendance such as rewards, prizes, traveling trophy, dances, recognition, etc.</p>	Funding Sources: 199 - General - \$0.00					
<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, Antwine 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: The number of Tier 3 students will be reduced by 20% by the end of the school year.

Summative Evaluation 2: Some progress made toward meeting 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</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>1) SCEI Coaches, TIAs, At-Risk Aide and Library Aide will provide students with in-class and pull-out interventions as needed.</p>	1, 3, 9, 10	SCEICs, TIAs, Library Aide, At-Risk Aide	<p>District BOY/MOY/EOY assessments</p> <p>Student academic performance</p> <p>STAAR and TELPAS results</p>			
Funding Sources: 199 - General Fund: SCE - \$110,000.00, 211 - Title I, Part A - \$70,500.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Implement Super School campus-wide to provide students with either intervention or enrichment.</p>	1, 3, 9	Campus Administration, Teachers, Instructional Staff, TIAs, Aides	<p>BOY, MOY, and EOY assessment data</p> <p>STAAR and TELPAS data</p>			
Funding Sources: 199 - General Fund: SCE - \$0.00, 211 - Title I, Part A - \$0.00, 199 - General - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Hold accountability talks with teachers who are in need of additional support no less than once per quarter.</p>	1, 2	Campus Administration	<p>Improved student achievement</p> <p>Reduction in number of Tier 3 students and teachers</p> <p>STAAR, TELPAS, and district assessment results.</p> <p>Meeting minutes</p>			
Funding Sources: 199 - General - \$0.00						
<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 3: For the 2016-2017 school year, Hurshel Antwine administration will increase, by 10%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: 100% of campus teachers will be provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide teachers with ongoing differentiated professional development based on needs throughout the year while targeting new teachers and teachers in need of assistance.</p>	1, 3, 4, 5, 10	Campus Administration, SCEI Coaches	<p>Agendas and sign-in logs</p> <p>Evidence of strategies learned in classroom instruction</p> <p>Increased student achievement</p> <p>Classroom engagement and student performance based on observation/walkthrough data and formal/informal assessments</p> <p>Fewer teachers in need of assistance, improved overall walkthrough data</p>			
Funding Sources: 199 - General - \$1,000.00, 211 - Title I, Part A - \$12,000.00						
<p>Critical Success Factors CSF 7</p> <p>2) Allow teachers to attend professional development offered off campus at the District Service Center or Region XIX such as Lead4Ward, etc. throughout the year, with emphasis on trainings at BOY to impact students earlier in the school year.</p>	1, 4, 5	Campus Administration	EOY assessment results, STAAR, TELPAS, number of Tier 1, 2 and 3 teachers/students			
Funding Sources: 199 - General - \$1,000.00, 211 - Title I, Part A - \$12,000.00, 199 - General Fund : Special Education - \$1,000.00, 199 - General Fund: Bilingual - \$1,000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Provide teachers with release time for the purposes of planning common assessments and classroom instruction</p>	1, 3, 5	Campus Administration	<p>Improved campus instruction as evidenced by walkthroughs and evaluations</p> <p>Student success rates during classroom instruction, common assessments, district benchmarks, and state assessments.</p>			
Funding Sources: 199 - General - \$0.00						
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	Create grade-level SMART goals as it pertains to student academic achievement for continual monitoring
2	1	2	Teachers will collaborate weekly to analyze data, plan rigorous lessons, and horizontally/vertically align instruction.
2	1	4	Purchase instructional resources and bilingual resources including, but not limited to, Scholastic, Mentoring Minds, Lone Star, ECS, Kamico, Curriculum Assoc. Follett and Perfection Learning, as well as, supplemental technology to include incentives and awards for outstanding achievement.
2	1	7	Employ 1 Temporary Instructional Aide to support instruction and student interventions
2	1	8	Employ 1 full-time At-Risk Aide to work with identified at-risk students in the areas of math and reading
2	1	9	Employ a Library Aide who will spend 3.75 hours a day working with at-risk students in the areas of math and reading
2	1	10	Provide students coded At-risk for reading and language arts with Lexia interventions.
2	2	1	Employ 2 SCE Interventionist coaches to tutor special education and ELL students during the school day and during extended school opportunities
2	2	2	Provide ELL learners with supplemental instructional resources including, but not limited to, laptops, tablets, e-dictionaries and language acquisition resources to accelerate academic achievement and close the 14% point gap with the All Students group
2	2	3	Provide Special Education students with supplemental instructional resources including, but not limited to, laptops, tablets, e-dictionaries, and calculators to accelerate academic achievement and close the 35% point gap with the All Students group
2	3	3	Tutor struggling students in small groups (no more than 12) in the core content areas during school, after school, during intersession, and Saturday Schools
2	5	3	Refer students who are not progressing or responding to RtI process for additional testing such as Dyslexia, special education FIE or admission into the 504 program.
2	5	5	Place students coded as English Language Learners (ELL) in classroom with bilingually certified teachers unless parents have waived or denied services and documentation of waivers and denials are maintained
3	2	1	Provide teachers with professional development on issues regarding Special Education, including but not limited to, IEP implementation, creating Behavior Improvement Plans, and the RtI process to accelerate academic achievement and close the 35% point gap with the All Students group
3	2	2	Provide teachers with professional development regarding English Language Learners including, but not limited to the Bilingual Conference held by Region 19, to accelerate academic achievement and close the 14% point gap with the All Students group
4	1	5	Provide families of LEP/ESL students with weekly and/or monthly classes that promote literacy and student academic support and achievement such as Latino Family Literacy Program and Ingles Sin Barreras, with refreshments to encourage participation.

Goal	Objective	Strategy	Description
5	1	1	Form vertical alignment teams for reading/social studies, mathematics, science and writing who will meet monthly to ensure that there is alignment across grade levels, ensure implementation of the TEKS in all content areas, and ensure curriculum pacing/targeted instruction.
5	1	2	Provide targeted, data-driven interventions for students in all sub-populations who are at-risk or struggling during the day, after school, on Saturdays or during intersessions.
5	2	1	SCEI Coaches, TIAs, At-Risk Aide and Library Aide will provide students with in-class and pull-out interventions as needed.
5	2	2	Implement Super School campus-wide to provide students with either intervention or enrichment.
5	2	3	Hold accountability talks with teachers who are in need of additional support no less than once per quarter.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	Create grade-level SMART goals as it pertains to student academic achievement for continual monitoring
2	1	2	Teachers will collaborate weekly to analyze data, plan rigorous lessons, and horizontally/vertically align instruction.
2	1	4	Purchase instructional resources and bilingual resources including, but not limited to, Scholastic, Mentoring Minds, Lone Star, ECS, Kamico, Curriculum Assoc. Follett and Perfection Learning, as well as, supplemental technology to include incentives and awards for outstanding achievement.
2	1	7	Employ 1 Temporary Instructional Aide to support instruction and student interventions
2	1	8	Employ 1 full-time At-Risk Aide to work with identified at-risk students in the areas of math and reading
2	1	9	Employ a Library Aide who will spend 3.75 hours a day working with at-risk students in the areas of math and reading
2	2	1	Employ 2 SCE Interventionist coaches to tutor special education and ELL students during the school day and during extended school opportunities
2	2	2	Provide ELL learners with supplemental instructional resources including, but not limited to, laptops, tablets, e-dictionaries and language acquisition resources to accelerate academic achievement and close the 14% point gap with the All Students group
2	2	3	Provide Special Education students with supplemental instructional resources including, but not limited to, laptops, tablets, e-dictionaries, and calculators to accelerate academic achievement and close the 35% point gap with the All Students group
2	3	1	Identify students in need of immediate intervention through the use of class profile data sheets on Eduphoria and provide intervention during the school day and extended learning times
2	3	2	Create individualized instructional plans that target specific goals for each student's growth
2	3	3	Tutor struggling students in small groups (no more than 12) in the core content areas during school, after school, during intersession, and Saturday Schools
2	4	1	Provide students with enriched learning opportunities including, but not limited to, TEKS aligned field trips, UIL, Robotics Club, SWAT, Project Lead the Way and Destination Imagination Teams to enhance students' critical thinking and problem solving skills.
2	5	5	Place students coded as English Language Learners (ELL) in classroom with bilingually certified teachers unless parents have waived or denied services and documentation of waivers and denials are maintained
3	1	4	Provide teachers with self-identified or administration-identified professional development based on campus need. Possible trainings include Kagan for new teachers, Empowering Writers for grades 1 through 5, and Kim Sutton math.

Goal	Objective	Strategy	Description
3	2	1	Provide teachers with professional development on issues regarding Special Education, including but not limited to, IEP implementation, creating Behavior Improvement Plans, and the RtI process to accelerate academic achievement and close the 35% point gap with the All Students group
3	2	2	Provide teachers with professional development regarding English Language Learners including, but not limited to the Bilingual Conference held by Region 19, to accelerate academic achievement and close the 14% point gap with the All Students group
4	1	5	Provide families of LEP/ESL students with weekly and/or monthly classes that promote literacy and student academic support and achievement such as Latino Family Literacy Program and Ingles Sin Barreras, with refreshments to encourage participation.
5	1	1	Form vertical alignment teams for reading/social studies, mathematics, science and writing who will meet monthly to ensure that there is alignment across grade levels, ensure implementation of the TEKS in all content areas, and ensure curriculum pacing/targeted instruction.
5	1	2	Provide targeted, data-driven interventions for students in all sub-populations who are at-risk or struggling during the day, after school, on Saturdays or during intersessions.
5	2	1	SCEI Coaches, TIAs, At-Risk Aide and Library Aide will provide students with in-class and pull-out interventions as needed.
5	2	2	Implement Super School campus-wide to provide students with either intervention or enrichment.
5	2	3	Hold accountability talks with teachers who are in need of additional support no less than once per quarter.

State Compensatory

Budget for Hurshel Antwine Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.125.30.39.000.6118	6118 Extra Duty Stipend - Locally Defined	\$15,480.00
199.11.125.30.00.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$105,685.00
199.11.125.30.18.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$101,295.00
199.11.125.30.00.000.6129	6129 Salaries or Wages for Support Personnel	\$26,052.00
6100 Subtotal:		\$248,512.00
6400 Other Operating Costs		
199.11.125.30.39.000.6494	6410 Travel, Subsistence and Stipends	\$3,000.00
6400 Subtotal:		\$3,000.00

Personnel for Hurshel Antwine Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Carrasco	SCE TEACHER INTERVENTIONIST	State Compensatory Ed	1
Brandy Gonzalez	SCEI Coach	State Compensatory Ed	1
Claudia Piñon	SCE Teacher CSR	State Compensatory Ed	1
Jessica Bloom	SCEI Coach	State Compensatory Ed	1
Mark Taverna	Library Aide	State Compensatory Ed	.5
Sylvia Haven	At-Risk Aide	State Compensatory Ed	1

Title I

Schoolwide Program Plan

Our School-wide Title I program consists of parent involvement activities, extended day for math, reading and writing, professional development activities in all subject areas, two Temporary Instructional Aides (TIAs), a library aide and a full-time At-Risk Aide who works with small groups of at-risk students throughout all grade levels. Our State Compensatory Program (SCE), consists of two academic coaches (SCEICs) who train teachers in best practices and tutor at-risk students during extended day and week for math, reading, science and writing. In addition, we have an Early Childhood Interventionist (ECI) who focuses on the needs of grades PreK-2.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

Our HAE SIT committee has reviewed the summative evaluation and has determined areas that need to be adjusted and addressed for the 2016-2017 school year to meet the needs of all students.

2: Schoolwide Reform Strategies

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

and local improvement plans, if any.

Our HAE teams meet weekly in PLC's to analyze data and plan effective instruction in alignment to state standards and scientifically-based best practices to meet the needs of all students.

3: Instruction by highly qualified professional teachers

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

All teachers and paraprofessionals at HAE have acquired the credentials 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 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.

In addition to district professional development and support from Region 19, we strive to continue own learning by providing weekly professional development designed to support our classroom and school needs. These sessions are held on Tuesdays throughout the year with topics chosen by a survey and data.

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 excellen

t teachers.

We are a campus in an area that serves many military families. It is important to us that we have experienced teachers who have the knowledge and expertise in their field of study so that students who move often, receive the best educational experience as possible. Teachers are provided with ongoing support in pedagogy as well as Positive Behavior Interventions and Supports.

6: Strategies to increase parental involvement

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

Our Parent Liaison in conjunction with our school counselor and Community in School Coordinator work to build our parent involvement programs. Our Family Literacy Project continued this school year and will continue for the 2016-2017 school year. Parents are invited for a variety of events to support their children both academically and socially.

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

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.

HAE will once again house Pre-K students for Ituarte, Antwine and Paso del Norte in the 2016-2017 school year. We will apply the OWL curriculum and align our best practices to ensure that our young ones receive a strong start to their school career.

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.

HAE teachers meet weekly and every 9 week period in PLC's to discuss their academic plans and assessments. Data is analyzed and instructional focus plans are created.

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.

Data is analyzed every 3 weeks and intervention is provided during and after school to meet the needs of identified students. Intersession acceleration is also provided.

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.

Our counselor and Community in Schools Coordinator work together to provide our community with support in the area of nutrition, food bank donations, etc...

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Carrasco	Instructional Aide	Title 1	PT
Norma Scott	Communities in School	Title 1	.5

School Improvement and Operational Team

Committee Role	Name	Position
Administrator	Michelle Romero	Principal
Administrator	Rosa Chavez	Assistant Principal
Administrator	Lynnette Vidales	Assistant Principal
Classroom Teacher	Hilda Aguirre	2nd Grade Teacher
Classroom Teacher	John Beard	PE Teacher
Classroom Teacher	Sandra Jasso	PreK Teacher
Classroom Teacher	Adrian Mena	4th Grade Teacher
Classroom Teacher	Gina Panfile	Kinder Teacher
Classroom Teacher	Maria Santos	3rd Grade Teacher
Classroom Teacher	Liliana Villareal	1st Grade Teacher
District-level Professional	Penny Flores	Special Education IO
Non-classroom Professional	Sylvia Encina	Master Social Worker

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	7			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$21,500.00
2	3	2			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$1,000.00

3	1	4			\$1,000.00
3	2	3			\$1,000.00
4	1	2			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
5	1	3			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	3	1			\$1,000.00
5	3	2			\$1,000.00
5	3	3			\$0.00
Sub-Total					\$26,500.00

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$1,000.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	2	1			\$0.00
2	2	2			\$1,000.00
2	2	3			\$1,000.00
2	3	1			\$10,000.00
2	3	3			\$10,000.00
5	1	1			\$0.00
5	1	2			\$10,000.00
5	2	1			\$110,000.00
5	2	2			\$0.00

					Sub-Total	\$143,000.00
199 - General Fund : Special Education						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	2	3			\$1,000.00	
2	5	4			\$0.00	
3	2	1			\$1,000.00	
5	3	2			\$1,000.00	
					Sub-Total	\$3,000.00
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	6			\$1,225.00	
1	2	6		211.61.1256.24.00.000.6499	\$1,000.00	
2	1	4			\$40,000.00	
2	1	7			\$0.00	
2	2	2			\$40,000.00	
2	2	3			\$40,000.00	
2	3	1			\$28,000.00	
2	3	3			\$28,000.00	
3	1	3			\$12,000.00	
3	1	4			\$12,000.00	
3	2	1			\$12,000.00	
3	2	2			\$12,000.00	
4	1	1			\$2,225.00	
4	1	3	SMART Grant		\$1,000.00	
4	1	4	1 FTE		\$17,500.00	
4	1	5			\$2,225.00	
4	2	2			\$1,000.00	
4	3	2			\$1,225.00	

5	1	2			\$28,000.00
5	2	1			\$45,000.00
5	2	1			\$8,500.00
5	2	1			\$17,000.00
5	2	2			\$0.00
5	3	1			\$12,000.00
5	3	2			\$12,000.00
Sub-Total					\$373,900.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2		199.11.125.25.99.000.6395	\$3,000.00
2	2	2		199.11.125.25.99.000.6399	\$5,900.00
2	5	5			\$0.00
3	2	2			\$1,000.00
4	1	5			\$2,500.00
5	3	2			\$1,000.00
Sub-Total					\$13,400.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	6			\$0.00
2	5	7			\$1,250.00
Sub-Total					\$1,250.00
Grand Total					\$561,050.00