

Socorro Independent School District
Loma Verde Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Loma Verde Elementary School, where excellence is by design, is a community committed to providing a challenging education to every child in a safe and nurturing environment.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Loma Verde is one of 48 campuses in the Socorro Independent School District. The school mascot is Thunder Bear and our students are the proud Loma Verde Bears. Loma Verde opened its doors in 2002 and serves predominantly middle class type families. Loma Verde serves 688 students in grades PPCD to 5th grade.

We currently have 688 students enrolled at Loma Verde. Our student population is evenly split with approximately 345 boys and 343 girls. Hispanic-Latino students make up 89% of our population. The remaining students are 5% white, 2% African American, and a few Asian and Native American.

We are a Title I School with approximately 50% of our students receiving free or reduced lunch. Our special populations consists of 57 students (5.69%) identified and served in our gifted and talented program; 105 (15.26%) Special Education students; 33 students (4%) receive Section 504 Services; 6 Dyslexic students; and 142 (20%) English Language Learners (ELLs). According to iStation data we have approximately 81% Tier I students, 14% Tier II students, 5% Tier III students.

The overall mobility rate for the campus is approximately 22.82%. The average daily attendance rate for students is 96.61%.

Our discipline referrals this year increased from 118 to 136. The increase is attributed to several students who received multiple discipline referrals while they were in a general education setting. The students were evaluated and placed in the appropriate setting with appropriate services. The number of referrals diminished after that. Overall the number of students who received discipline referrals actually declined at our campus.

The staff population is 8% Anglo, 92% Hispanic, 13% male and 87% female with an average of 13 years of experience. We have very little staff changes with only two members retiring this year and one resignation due to returning to school to further her education. Overall the staff is very stable and seems content to be working at Loma Verde.

One significant change this year was the retirement of our Principal mid year. The Assistant Principal served as interim Principal, as well as performing her Asst. Principal duties for approximately 3 months until a new Principal was brought on board in April.

Demographics Strengths

Our ELL population is 20% which indicates that 80% of the students are English proficient.

of students are Tier I which indicates that they are performing at or above grade level standards in reading.

We are piloting an employee daycare combined with a PPCD class in which special needs students are in a class with average 3-4 year old day care children. The special needs students receive the benefit of interacting with normally developing peers.

Demographics Needs

Our ELLs and Sp.Ed. Students continue to be our lowest performing subgroups. Although they don't comprise a large portion of our student population, we need to improve our instructional delivery for these students to meet the needs of these students and increase their achievement.

Student Achievement

Student Achievement Summary

STAAR RESULTS FOR SPRING 2016:

3rd GRADE MATH

LOMA VERDE 91.1% Met Standard, 30.9% Advanced (DISTRICT 83.5% Met Standard, 21% Advanced)

3rd GRADE READING

LOMA VERDE 87.8% Met Standard, 39.8% Advanced (DISTRICT 79.6% Met Standard, 25.1% Advanced)

4th GRADE MATH

LOMA VERDE 88.% Met Standard, 37% Advanced (DISTRICT 78.9% Met Standard, 19.3% Advanced)

4th GRADE READING

LOMA VERDE 85.2% Met Standard, 32.4% Advanced (DISTRICT 80.7% Met Standard, 19.5% Advanced)

4th GRADE WRITING

LOMA VERDE 86.1% Met Standard, 36.1% Advanced (DISTRICT 77.9% Met Standard, 18.6% Advanced)

5th GRADE MATH

LOMA VERDE 89.3% Met Standard, 31.4% Advanced (DISTRICT 91.7% Met Standard, 19.3% Advanced)

5th GRADE READING

LOMA VERDE 92.6% Met Standard, 41.3% Advanced (DISTRICT 85.3% Met Standard, 23.6% Advanced)

5th GRADE SCIENCE

LOMA VERDE 91.5% Met Standard, 25.4 Advanced (DISTRICT 81.8% Met Standard, 10.3% Advanced)

2016 TELPAS RESULTS

KINDER - 38% Beginning; 31% Intermediate; 31% Advanced; 0% Advanced High

1ST GRADE - 13% Beginning; 22% Intermediate; 39% Advanced; 26% Advanced High

2ND GRADE - 6% Beginning; 18% Intermediate; 26% Advanced; 50% Advanced High

3RD GRADE - 0% Beginning; 4% Intermediate; 52% Advanced; 41% Advanced High

4TH GRADE - 0% Beginning; 8% Intermediate; 62% Advanced; 23% Advanced High

5TH GRADE - 7% Beginning; 14% Intermediate; 43% Advanced; 29% Advanced High

DISTRICT EOY READING MILESTONES

KINDER - 93.18% Met Standard, 60.23% Advanced

1ST GRADE - 75.51% Met Standard, 14.29% Advanced

2ND GRADE - 87.72 Met Standard, 58.49% Advanced

DISTRICT EOY TCM MATH

KINDER - 100% Met Standard, 82.2% Advanced

1ST GRADE - 89.8% Met Standard, 54.08% Advanced

2ND GRADE - 99.07% Met Standard, 79.63% Advanced

Student Achievement Strengths

STRENGTHS:

Our STAAR Advanced Performance percentage increased and surpassed the district averages in all subjects due to the concentration and focused intervention on the lowest SEs in all areas. Teachers are teaching with rigor and expectations are high. Curriculum alignment and pacing are in place.

We feel that the iStation results are not a true reflection of where our students are as readers. The fluctuation of scores from month to month shows that many of our students are not mature enough to take a computer-based test. Therefore, as a secondary assessment, we administered the DRA2 to all students who were Tier III at BOY and any student who previously had been assessed on the DRA. This helps us track the needs and progress of our weakest readers. The progress monitoring piece of the DRA assists teachers in implementing targeted interventions.

Bilingual students continue to struggle with the vocabulary segment of iStation. We purchased IXL Reading for all the students on our campus. Temporary Instructional Aides are assigned Bilingual students to provide additional interventions during school in the class as well as in a pull-out program. As per the recommendation of the Director of the Bilingual Program, this year we did not exit students in Kinder and 1st Grades. This year 15 students met criteria and exited the program. We had 4 additional student who met criteria on TELPAS and STAAR, however did not exit because they were allowed accommodations.

We will continue to increase academic achievement by:

- DI: Defining and adhering to standards for small group instruction
- Professional Development in RtI
- Professional Development in Fundamental Five
- * Professional Development/Planning in Science
- *Professional Development in New Math TEKS and Guided Math
- *Use of Interactive Notebooks in all content areas
- *GT Update for teachers
- *TEKS Academies for teachers

Student Achievement Needs

NEEDS:

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical achievement needs. They are listed in priority order:

1. Writing scores are above the district average, however our scores have declined for the past two years. We acknowledge that we need to continue to work

on the actual Writing Compositions as well as revising and editing.

We will monitor our students through 3, 6 and 9 week common assessments as well as Benchmarks. We will continue our small group interventions in 4th grade and provide during and after school tutoring on a regular basis. Our librarian will once again provide bi-monthly writing lessons and model Writer's Craft lessons not only for our students but our teachers as well. We will continue with our writing initiative for 2016-17 and have writing contests every 9 weeks to promote the writing of different genres and to celebrate those writers that might not otherwise receive recognition. This year we had one 1st place winner in the District Literary Anthology. We also had several winners for UIL Ready Writing.

2. In order to maintain our achievement in Math, we will continue to follow the district pacing and curriculum guides. During PLCs, we will analyze our 3, 6 and 9 week checkpoints to identify students in need of intervention and concepts that may need to be retaught. STAAR data indicated that 5th grade math scores declined this year. The decline is attributed to our Sp.Ed. and some ELLs not meeting the standard.

Teachers in the lower grades have been teaching the new TEKS which will support the upper grades. Our students are ready for the rigor of the next grade level. We will continue to provide clarification and staff development in the lower performing math concepts. We also need to continue to develop independent math centers to use within the Guided Math framework to address the new automaticity and fluency as well as the composition and decomposition of numbers. Teachers and instructional aides will continue to provide interventions.

3. To raise our Reading scores, we need to focus on exposing the students to different genres and spiraling back to each previously taught genre. Weekly focus poems and incorporating more drama in the classroom will help achieve this. We will monitor our 3, 6 and 9 week checkpoints as well as our Benchmarks to identify our lowest performing students and SEs.

In order to continue to address the needs of our students in Reading, Math, Writing and Science, the SIT has determined that the following need to be provided to our students and/or teachers:

Research-based materials (Motivation M, R, Sci, Wtg, Step Up to the TEKS, Site Licenses for on line reviews and item banks from People's Ed., STEM Scopes, Countdown to the STAAR, STAAR Master), Science Dictionaries to complete class sets, Lonestar, Forde Ferrier-Science, IXL Reading and Math, Scholastic Readers, dictionaries for the lower grades, Grammar Handbook, Handwriting workbooks, Primary Writing Journals for K-1st and N.I.N.E. Kits for teachers (Johnny Can Spell). New computers and laptops need to be purchased for student use in the labs and classroom to replace outdated/non-functioning computers as well as increase the number of computers available in each classroom. Ipads are needed in the classrooms to support Kahoots and other assessment programs. Surge protectors, memory and additional mice are needed in the labs. As projectors for the IWBs burn out, bulbs for projectors burn out and IWB pens break or get lost, we will need to replace them. Projectors also need to be replaced as they cease to function. Printers to be shared by grade levels need to be purchased for student use in the classroom. To maintain our highly qualified teacher status, teachers need to be trained and provided with resources or receive refreshers in the new Math TEKS, the Writing Process, GT updates, Integrating the content areas, RtI, Poetry, ELL vocabulary development, Interactive Notebooks, Guided Reading and Guided Math and the Fundamental Five, Kagan Structures and Marcia Tate strategies. Funds need to be provided for off-campus trainings or to bring in staff developers to the campus.

4. We will continue to increase in attendance by offering multiple incentives to encourage students to attend school every day. Students will be reminded and encouraged through daily announcements. Students and parents are reminded that absences can affect student achievement. We offer recognition and incentives to Teachers for perfect attendance every 9 weeks. We believe that there is no substitute for a great teacher in the classroom.

School Culture and Climate

School Culture and Climate Summary

Our Mission Statement reads, Loma Verde Elementary School community is committed to providing a challenging education to every child in a safe and nurturing environment. It is in that spirit that we incorporate campus initiatives such as Papa Bears, Olweus Anti Bullying Program, and weekly Positive Character Traits lessons.

School Culture and Climate Strengths

Loma Verde is proud to have the services of our “Papa Bears” to help monitor our hallways, cafeteria and playground area as well as parking lot. We have experienced fewer injuries and discipline issues thanks to the assistance of our Papa Bears during lunch time. We are currently having 5 new security cameras installed to help monitor the building and provide documentation when incidents do occur. We keep all of our staff informed of any concerns that need to be addressed. Students and teachers are trained and reminded to report visitors in the building without a visitor’s badge. All students and staff have been instructed not to open the side doors to anyone. All visitors must enter through the front and sign in. All IDs are checked before releasing students for early pull-outs. Staff members are on duty before school and after school to ensure student safety. Safety drills are conducted in accordance with SISD regulations. The Olweus Bully Prevention Program continues to be implemented in all grade levels with fidelity. Our counselor has provided a suggestion box outside of his office and in the hallways to encourage students to report any incidents of bullying that occur if they wish to remain anonymous or wish to ask for a counseling session. Our counselor contacts parents to assure that they are aware of any incidents in which their child may be involved. He provides the names of outside agencies when further assistance is needed. Loma Verde offers multiple incentives to encourage students to attend school every day. Students and parents are reminded that absences can affect student achievement. Again, we offer recognition and incentives to teachers for perfect attendance every 9 weeks. We will continue to provide CHAMPS mentors to our students at-risk. We have seen an improvement in behavior and grades when students have an adult on campus who is here to support and guide them.

School Culture and Climate Needs

Loma Verde will continue to conduct safety drills (including Shelter in Place and Evacuations) to ensure that all teachers and students are prepared in the event of emergency. Improvemnets needed for monthly drills will be discussed with Safety Committee and implemented on the next drill. Mediation and counseling will continue to be provided to students experiencing bullying or lack socialization skills. Our ACCESS teacher will provide social skills classes to all grade levels in order to provide opportunities for discussion on various topics that affect students’ well-being. We would like window tinting to be installed in Atlantis. Our concern is that people on the outside can look directly into the hallways. We are very vulnerable to intruders on this side of the building. We will continue to work on training and guidelines for speedy response to injury or medical emergency situations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of our staff is highly qualified in their areas of certification. We have minimal turnover of the staff from year to year. Teacher commitment to the campus is very high. This year we lost two staff members, one teacher and one special education instructional aide to retirement. No other teachers or staff resigned or transferred. We expanded our staff by one Sp.Ed. teacher.

Staff Quality, Recruitment, and Retention Strengths

Our SCEI coach keeps abreast of all trainings available and becomes an expert herself in those areas in order to turn around the trainings on our campus. Time for professional development during the school day is provided by creating double-PE schedules to ensure that teachers receive the training necessary. Teachers are offered the opportunity to become the “model” classroom and receive more in depth concentration and guidance by our SCEI. Our Science Lab aide is also encouraged to attend the same trainings that full time teachers attend. All teachers are expected to update their GT status on a yearly basis. Updates and refreshers in most programs are provided as needed and as requested. Teachers are permitted and encouraged to attend off campus trainings for professional development. Teachers are assigned to teach different grade levels. The responses received on our Campus Climate Survey completed by students, teachers and parents were positive.

Staff Quality, Recruitment, and Retention Needs

Teachers with less than three years of teaching experience will be expected to attend professional development that addresses Literacy, Figure 19, the New Math TEKS and Writing (Empowering Writers). New teachers will be provided a Master Mentor teacher. Teachers changing grade levels will also receive additional training as well as be assigned a mentor teacher. All teachers will be trained in the Fundamental Five. Our technology instructional specialist will continue to provide updates and trainings for our teachers in areas of need and interest.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our School-wide Title I program consists of parent involvement activities which include after school homework camps for parents to provide them with strategies to help their children at home with homework. We hold Math Night and Literacy Night to educate parents on ways to get involved in helping their children at home. Parent volunteers were used in kinder classes to provide assistance with struggling students in a small group or one to one basis. Our Parent Liaison provides classes or brings in professionals who can provide information to our parents in the following areas: Nutrition, Sexting, and Drug Awareness. In-school tutoring is provided to at-risk students (including ELLs) by our TIAs, library aide, SCEI coach and at-risk aide. Interventions are provided in class or on a pull-out basis. Interventions are provided by the classroom teacher during intervention time for 30 minutes in a small group setting several times a week. After school tutoring, tutoring during intersessions and on Saturdays is provided in the areas of Math, Reading, Writing and Science. Our Science lab aide provides assistance in the lab to teachers and students. She plans the labs and also helps with small group instruction. One TIA was hired during intersession to provide Math interventions for struggling students. Professional Development is provided throughout the school year that addresses new initiatives or areas of weakness for particular teachers including but not limited to Math and Reading. Loma Verde currently has one SCEI (curriculum coach). She has provided trainings for teachers in the areas of revising and editing, DRA, new Math TEKS, Writer's Workshop, Eduphoria: Creating Tests and Analyzing Data and CLOSE Reading. The SCEI designed rotations during the school day for Math, Writing and Reading for 3rd, 4th and 5th grade students employing the assistance of all aides, administration, the librarian and teachers to be able to create smaller tutoring groups of students. Students who are identified as Dyslexic or have severe reading difficulties are served at different times during the school day using the Really Great Reading System. More teachers will be trained as the trainings become available. Individualized plans are developed to address each student's specific needs. These plans are executed by classroom teachers. Other at-risk students' needs are addressed in small group by classroom teacher, TIAs, at-risk aide and SCEI coach. STAAR information sessions were provided for parents of students in 3rd-5th. Our State Compensatory Program (SCE) consists of an academic coach training teachers in best practices for assisting at-risk students, and again after school tutoring and intersession tutoring and a Summer school program to address the needs of students retaking the STAAR as well as students being placed in the next grade level. We implemented the Fundamental Five across grade levels k-5th. Teachers were trained with Sean Cain in July 2015.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: iStation, CSCOPE, STAAR and Attendance.

Curriculum, Instruction, and Assessment Strengths

STRENGTHS: Our STAAR Advanced Performance percentage increased and surpassed the district averages in all subjects due to the concentration and focused intervention on the lowest SEs in all areas. Teachers are teaching with rigor and expectations are high. Curriculum alignment and pacing are in place.

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Family and Community Involvement

Family and Community Involvement Summary

Loma Verde has strong business partners who contribute both goods and time to our campus on a regular basis. We have a Parent Liaison who works to involve parents in school activities and provides classes on current parenting topics and general life skills. We understand that family involvement is a proven positive factor in the success of students in school and are constantly looking for ways to build connections between home and school.

Family and Community Involvement Strengths

Strengths:

Our campus will continue to provide the following programs to maintain and hopefully increase our parental/community involvement:

- *STAAR information Night
- *GT Showcase
- *Family Frameworks
- *Holiday Evening events
- *Art Showcase
- *Science Expo Night
- *Father-Daughter Dance
- *Mother Son Event
- *Grandparents' Day
- *Volunteer-Principal Mornings
- *Literacy-Library Night
- *Math Night
- *Talent Show
- *Parent-Teacher Communication Log
- *Monthly School Event Calendars
- *School Messenger Communications
- *Open House
- *Terrific Kids Assemblies
- **Awards Assemblies

Several parents, who are business owners, are very generous in supporting our endeavors in recognizing students and teachers for their achievements.

Family and Community Involvement Needs

We will continue to strive to create a welcoming environment for parents so that they feel welcomed and needed. We will ensure that there is constant communication between teachers and parents. Flyers and monthly school event calendars will continue to be sent home. Parents will be invited to monthly evening events that will encourage them and show them how to work with their students at home. We will conduct customer service trainings to ensure that front office staff, administration and teachers feel confident and equipped to deal with any situation that arises with visitors or parents. We will grow our volunteer base and Papa Bear participation.

School Context and Organization

School Context and Organization Summary

Goals were set last school year to increase Science scores in fifth grade. Teachers met with administration to develop a plan to maximize their science instruction. Materials were ordered for the teachers. Stemscopes website was provided and students continued to receive lab classes once a week. At this time scores are not available for progress monitoring. Teacher's instructional time was not interrupted by phone calls to the room or intercom. Messages were delivered to the classrooms in a timely manner.

School Context and Organization Strengths

Data talks developed plans for students to receive extra tutoring by instructional aides, SCEI coach and after school with their classroom teachers. A pacing calendar was developed to use the best amount of time for student instruction helping teachers keep track of days test would be given and analyzed for the next data talk. Leadership developed a duty schedule for all staff members for the beginning of the day and the end of the day for the safety of our students. Administration and SCEI coach meet during PLC to go over data and discuss the materials needed to help improve student goals for the year. Technology was used throughout the grade levels to help document, review, and provide additional practice for student understanding of concepts taught.

School Context and Organization Needs

Teachers and students main concern is the amount of instructional time on hold waiting for programs to load on the computers. Computers are being replaced as budget permits. We need to have ipads available in classrooms for programs used for monitoring students' understanding of content areas using such programs as Khoot.

Technology

Technology Summary

Loma Verde uses technology throughout the day for instruction and testing. Teachers have at least two computers in their classroom for students. IWB's provide instruction for students. Teachers use apps like Kahoot for student review of content taught using ipads.

Teachers use the technology in the classroom to give lessons for the Olweus Bully Prevention Program every Friday.

Technology Strengths

Teachers use IWB's for classroom instruction. Classroom computers are used for testing and small group review.

Computer labs are used for large group testing, whole class instruction, and training teachers. Ipads are used for student review.

Technology Needs

New computers and laptops need to be purchased for student use in the labs and classroom to replace outdated/non-functioning computers as well as increase the number of computers available in each classroom. Ipads are needed in the classrooms to support Kahoots and other assessment programs. Surge protectors, memory and additional mice are needed in the labs. As projectors for the IWBs burn out, bulbs for projectors burn out and IWB pens break or get lost, we will need to replace them. Projectors also need to be replaced as they cease to function. Printers to be shared by grade levels need to be purchased for student use in the classroom.

Projector and Large screen needs to be purchased for STAAR information nights for parents, school assemblies for students and special recognition events for students and their families held in the cafeteria.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices









Goals

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

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

Evaluation Data Source(s) 1: 100% of students, staff and visitors will feel save at school and school events.

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 5 CSF 6</p> <p>1) Continue to implement Hall Pass procedures at front entrance to receive visitors to campus. Grow the "Papa Bear" safety program to help monitor hallways, cafeteria, playground and parking lot.</p>	1, 2, 6	Counselor, Parent Liaison, Administration, Campus Clerks	All visitors wearing visitor badges and logged into Hall Pass. Papa Bear sign in logs, Papa Bears visible on campus. Comments from parents, students, staff. Papa Bear Reports of incidents. Climate Survey.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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: Implement Anti bullying strategies to reduce the number of bullying incidents to no more than 10 for the 2016-2017 year at Loma Verde.

Evaluation Data Source(s) 2: Less than 10 bullying reports documented through discipline referrals and student surveys.

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) Implement Olweus anti-bullying program in every grade level through the use of program materials, resources and surveys to teach tolerance, acceptance and respect.</p>	1, 2, 3	counselor, teachers	lesson plans, walkthroughs student surveys, reduce # of discipline referrals from 2015-16 EOY discipline report			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: The total number of out of school suspensions will decrease from 26 in 2015-2016 to 10 or less for 2016-2017.

Evaluation Data Source(s) 3: 10 or less out of school suspensions for the 2016-2017 school year.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Assign CHAMPS mentors to address individual students' needs and provide support concerning grades, behavior, attendance and/or emotional situations. Mentors will meet regularly with mentee to become a positive role model and develop a relationship that will impact student in a positive manner.</p>	1, 2, 9	campus staff, counselor, administration	Mentor documentation reports; Improvement of grades and behavior; Review of student profile to include grades and discipline report.			
<p>2) Provide structured group lessons to each class to discuss and clarify class and school rules and to promote acceptable behavior in the classroom, PE, hallways, cafeteria and recess</p>	1, 2, 6	counselor, teachers, administration	Improved student behavior around campus. Reduction of discipline referrals in all areas of the school to include cafeteria, playground, halls, etc. as well as classroom.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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

Performance Objective 4: For the 2016-2017 school year, Loma Verde will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 4: 100% of emergency drills will be conducted following all safety guidelines.

Summative Evaluation 4: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Train teachers, staff and students on safety procedures and conduct safety drills with fidelity to ensure that all involved are prepared to respond promptly and in an effective manner.	1, 2, 4	SAFETY COMMITTEE, ADMINISTRATION	Monthly safety reports; reduced response times for emergency drills; EOY safety report			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: By the end of the 2016-2017 school year, HB 5 requirements will be reviewed at a minimum of 3 monthly faculty meetings.

Evaluation Data Source(s) 1: 100% of Teachers, Counselor and Administrators will be able to inform parents of HB5 requirements and components.

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>Critical Success Factors CSF 1 CSF 5 CSF 7</p> <p>1) Provide informational sessions during grade level meetings to familiarize teacher with the requirements of House Bill 5.</p>	1, 4, 9	Counselor and Administrators	agenda, sign in sheet,			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: By the end of May 2017, LOMA VERDE will conduct 3 events to promote college and career readiness, such as College Week, Career Week and a Parent information night regarding pathway choices for students moving on to middle school.

Evaluation Data Source(s) 2: Strategic plan 100% implemented by May 17th.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Develop and implement a College and Career Ready Strategic Plan by evaluating programs in place to ensure that students' needs are met and goals are set.</p>	1, 2, 3, 4, 9	counselor, SCEI, administration, librarian, teachers	Leadership meeting minutes; better informed stakeholders; consistency			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: For the 2016-17 school year, 100% of LOMA VERDE students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 3: 100% of LOMA VERDE students will be placed in appropriate learning environments based on RtI, 504 and ARD evaluations and recommendations.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Ensure that best practices for inclusion are employed using the Stetson Model to address the needs of our Sp Ed population.</p>	1, 2, 3, 4, 9	Sp Ed teachers, teachers, administration	walkthroughs, IEPs, lesson plans improved student performance on benchmarks, Mock tests, istation, BOY and MOY assessments			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase testing materials as well as instructional materials, supplies and technology (to include but not limited to Science, Math, Engineering, Art, Robotics and laptops) in order to identify and provide differentiated instruction for GT students.</p>	1, 3	GT coordinator, teachers	lesson plans, GT displays, observations, increased student performance in core subjects, benchmarks, MOCK STAAR, istation, grade level assessments STAAR, EOY assessments, increase number of G.T. identified students.			
Funding Sources: 199 - General: Gifted and Talented - \$0.00						
<p>3) Provide opportunities for GT students to participate in activities such as, but not limited to: Team Quest, local educational field trips and other academically enriching activities</p>	1, 2	Gt coordinator, teachers	Registration for competitions improved student performance in all areas Participation in competitions (Team Quest)			
Funding Sources: 199 - General: Gifted and Talented - \$0.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Purchase instructional and sensory materials to address the specific needs of students in Special Ed and/or ACCESS.</p>		Sp.Ed. Teachers, ACCESS Teacher	lesson plans, walkthroughs improved student performance/behavior, Benchmarks, end of unit tests, behavior plans, ARD documentation Benchmarks, STAAR			
Funding Sources: 199 - General Fund : Special Education - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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












Performance Objective 4: By January 2017, LOMA VERDE shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement as measured by the district mid year benchmarks (2016 Released STAAR) in student state assessment scores. Math will improve from 90% to 92% meeting standard; Reading will improve from 89% to 91% meeting standard; Science will increase from 91% to 93% meeting standard; and Writing will increase from 85% to 90%.

Evaluation Data Source(s) 4: January Released STAAR Benchmark scores.

- Math 92% will meet standard
- Reading 91% will meet standard
- Science 93% will meet standard
- Writing 90% will meet standard

Summative Evaluation 4: 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 4</p> <p>1) Purchase instructional technology hardware/software (including but not limited to Brainpop) to supplement, update, or replace current hardware/software utilized on campus for the purpose of accelerating student academic achievement.</p>	1, 2, 3, 8, 9, 10	media specialist, administration, teachers	increase in number of students at grade level or above pre-assessments, istation, end of unit assessments EOY istation reports			
Funding Sources: 199 - General - \$0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase new computers, laptops, COWs, ipads, printers, mice, memory, projectors and other technological equipment that will enhance/support district initiatives.</p>	1, 2, 3, 8, 9, 10	media specialist, administration, teachers, SCEI Coach	increase in student and teacher use of technology cscope end of unit assessments, benchmarks Mastery of TEKS, STAAR			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Purchase the campus license for United Streaming to support teachers in accelerating student achievement and sparking students' curiosity in all subject areas.</p>	1, 2, 8, 9, 10	media specialist, administration, teachers, SCEI Coach	Students progress, end of unit tests, benchmarks, report cards, STAAR			
Funding Sources: 211 - Title I, Part A - \$0.00						









<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) Provide tutoring in Math, Science, Reading and Writing during school, after school, intersession, Saturdays and Summer school.</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>teachers, SCEI, library aide, at risk aide, TIAs</p>	<p>Tutoring lesson plans, tutoring attendance rosters and logs. Improved performance in core subject assessments, benchmarks, end of unit tests, MOCK STAAR STAAR</p>			
<p>Funding Sources: 199 - General Fund: SCE - \$139,540.73, 211 - Title I, Part A - \$0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Purchase research-based supplemental materials and online programs for class, tutoring, test preparation and/or Summer School for Math, Science, Reading and Writing for struggling students including but not limited to the following vendors: Curriculum Assoc., ETA, ECS: Staar Master, GF Educators: Step Up to the TEKS, Site License for Item Banks with People's Ed., MU-People's Ed., Mentoring Minds, Lone Star Learning, Empowering Writers, Great Source, Forde-Ferrier, Math warm-ups: Countdown to STAAR, Perfection Learning, AIMS, Brainpop, IXL, ACCELERATE LEARNING:STEMscopes, Scholastic-Core Clicks, Lakeshore, Storyworks, Really Great Reading, etc.</p>	<p>1, 2, 3, 9, 10</p>	<p>administration, SCEI, teachers</p>	<p>lesson plans, tutoring plans, walkthroughs, observations improved student performance unit assessments, benchmarks, STAAR</p>			
<p>Funding Sources: 211 - Title I, Part A - \$0.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 5: For the 2016-2017 school year, LOMA VERDE will increase the number of students meeting state standards in Reading from 89% to 91% and increase the number of students achieving advanced performance from 38% to 40% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 5: STAAR Scores - Reading 91% Met Standard, 40% Advanced Performance

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 1 CSF 4 CSF 7</p> <p>1) Provide access and availability of hardcover as well as online books to teachers and students to augment the selection of books for the Book of the Month by purchasing books and the campus-wide license/subscription for Tumble books, Studies Weekly, Story Works.</p>	1, 2, 10	librarian, administration, SCEI	lesson plans, Book of the Month displays, student work Improved ELAR scores in benchmarks and end of unit tests			
Funding Sources: 211 - Title I, Part A - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 6: For the 2016-2017 school year, LOMA VERDE will increase the number of students meeting state standards in Math from 90% to 92% and increase the number of students achieving advanced performance from 33% to 35% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 6: STAAR Scores - Math 92% Met Standard, 35% Advanced Performance

Summative Evaluation 6: Exceeded Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Assist students who are struggling in Math by providing small group instruction as well as staff development for teachers on Math strategies, activities and rotations that support at-risk students</p>	1, 4, 9, 10	SCEI coach, administration, teachers, TIA	walkthroughs, end of unit tests STAAR, T-TESS			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 7: For the 2016-2017 school year, LOMA VERDE will increase the number of students meeting state standards in Science from 91% to 93% and increase the number of students achieving advanced performance from 25% to 27% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 7: STAAR Scores - Science 93% Met Standard, 27% Advanced Performance

Summative Evaluation 7: Exceeded Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Assist students who are struggling in Science by providing small group intervention as well as staff development for teachers on Science strategies, activities, science labs and rotations that will support at risk students.</p>	1, 3, 4, 9, 10	SCEI coach, administration, teachers, Science TIA	walkthroughs, Science lab lesson plans, sign in sheets for trainings, student progress, end of unit test results, Benchmarks, STAAR, T-TESS			
Funding Sources: 211 - Title I, Part A - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 8: For the 2016-2017 school year, LOMA VERDE will increase the number of students meeting SISD standards on EOY common assessment scores in Social Studies from 85% in the 2015-2016 school year to 90% of students this year.

Evaluation Data Source(s) 8: 90% of students will meet district standard on district common assessments.

Summative Evaluation 8: 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 1 CSF 4 CSF 7</p> <p>1) Integrate into and address Social Studies TEKS through Reading.</p>	1, 2, 4, 9, 10	administrators, SCIE Coaches	Lesson Plans improved scores in report cards/ common assessments, class schedules			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 9: By Spring 2017, 100% of Tier III Students will receive appropriate academic support and documented interventions and progress monitoring.

Evaluation Data Source(s) 9: 100% of Tier III students will have RtI in place.

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) 1) Document interventions provided for all students performing below grade level by creating an RtI profile by the end of the 6th week of school and every 3 weeks thereafter until student is performing consistently on grade level	1, 2, 3, 4, 10	Administrators, teachers, SCEI, At risk instructional aides, counselor	lesson plans, intervention and progress monitoring logs, RtI meetings, number of students in tutoring			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 10: For the 2016-2017 school year, LOMA VERDE will increase the number of students meeting state standards in Writing from 86% to 90% % and increase the number of students achieving advanced performance from 36% to 38% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 10: STAAR Scores - Writing 90% Met Standard, 38% Advanced Performance









Summative Evaluation 10: Some progress made toward meeting Performance Objective

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, all teachers will demonstrate increased instructional effectiveness as measured by T-TESS, walkthroughs, and student achievement data.

Evaluation Data Source(s) 1: 100% of teachers will be proficient or better based on T-TESS, walkthrough data and student achievement data.

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 4 CSF 7</p> <p>1) Provide staff development based on Teacher Needs Survey and T-TESS observation data to ensure that teachers grow professionally.</p>	1, 3	Administrators, SCEI Coach	T-TESS and classroom walkthroughs; increased student engagement and success in lessons			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Provide one planning day each 9 weeks for teachers to come together to plan vertically and horizontally.

Evaluation Data Source(s) 2: 100% of teachers will participate in 9 weeks planning days.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) 2) Provide one planning day each 9 weeks for teachers to come together to plan vertically and horizontally.</p>	1, 3, 4, 5, 7, 10	SCEI, administration, teachers	glance lesson plans, sign in sheets Improved student performance in end of unit assessments, informal tests, benchmarks, consistency in grade levels end of unit assessments, benchmarks, MOY and EOY assessments, STAAR			
Funding Sources: 199 - General - \$0.00, 199 - General Fund: Bilingual - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: During the 2016-2017 school year, 100% of teachers will be provided at least 3 professional development opportunities either on or off campus.

Evaluation Data Source(s) 3: 100% of teachers and staff who attend off campus professional development will present or share training with colleagues during faculty meetings or PLCs; as well as implement at least one new strategy into their instructional delivery.

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 7</p> <p>1) Allow grade level teachers and staff the opportunity to attend on campus and off-site professional development based on needs, interests and district initiatives (including but not limited to the Fundamental Five) to ensure growth. After professional development, return to campus and train fellow teachers/staff.</p>	1, 3, 10	Administration, teachers, SCEI	trip requests, sign in sheets, Improved instructional practices as documented through T-TESS and walk throughs			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: During the 2016-2017 school year, LOMA VERDE will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: 100% of Teachers will receive Proficient or better ratings based on T-TESS and walkthroughs

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide research-based professional development and materials in the following areas to include but not limited to: GT update, RtI training, Accessing intervention pieces on iStation, implementing IXL and Think through Math, Balanced Literacy, , Guided Reading, Guided Math, Lead4ward-designing assessments, Writer's Workshop, TEKS, Differentiated Instruction, Dyslexia, Inclusion-Autism, Vocabulary Development-ESL Second Language Acquisition, Technology Intergration, Daily 5, Word Walls, etc. Poetry, Shared Reading, Read Alouds</p>	1, 2, 3, 4, 5, 9, 10	SCEI, Librarian, Administration	SCEI coach training calendar, sign in sheets, agendas, walkthroughs teacher feedback, improved student performance walkthroughs, observations Increase Proficiency levels based on T-TESS			
Funding Sources: 211 - Title I, Part A - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: LOMA VERDE will hold 2 parental involvement activities per nine weeks to increase parent and community participation in educational involvement activities and events to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: By May 30, 2017, Eight agendas and sign in sheets from each of the parental involvement sessions.

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 5 CSF 6</p> <p>1) Offer trainings and outreach programs to strengthen our community and parental involvement as well as encourage Parent Liaison to attend conferences/seminars that will enrich our parental involvement program. Provide Parent Liaison with refreshments, supplies, paper for flyers, laptop and materials for to promote and conduct trainings and seminars for parents.</p>	1, 6, 10	Parent Liaison	sign in sheets, agendas improved parental involvement, positive comments in climate survey, BOY sign in sheets EOY sign in sheets			
Funding Sources: 211 - Title I, Part A - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2016-2017 school year, LOMA VERDE will communicate with parents and community through monthly newsletters, email, website, marquee and School Messenger.

Evaluation Data Source(s) 2: Copies of monthly newsletters and event calendars, logs of Blackboard Connect messages, website update log, campus climate survey

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 5 CSF 6</p> <p>1) Ensure that parents, community and businesses are aware of school functions, programs and activities by notifying them consistently throughout the school year through flyers, calendars, website, School Messenger, teacher letters, marquee messages and emails sent by administration, counselor, teachers, Parent Liaison and special programs.</p>	1, 6	teachers, SCEI, counselor, administration, librarian, GT, Special Ed	flyers, marquee, school messenger, etc. parents and community more aware and involved, EOY climate survey			
<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: By the end of the 2016-2017 school year, LOMA VERDE will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to at least 10 active partners to support student education.

Evaluation Data Source(s) 3: Loma Verde will have at least 10 Partners in Ed by May 2017

Summative Evaluation 3: Met Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Reach out to new businesses, higher education institutions, and other outside agencies to increase number of partnership activities to support student education.</p>	1, 6	counselor	phone log, emails, letters , number of partners at EOY 2017. PIE donation log			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

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

Evaluation Data Source(s) 4: 100% of visitors will be greeted and assisted with courtesy, professionalism and efficiency.

Summative Evaluation 4: Met Performance Objective









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide customer service trainings at beginning of year and middle of year to front office staff to ensure a positive and welcoming school climate.</p>	1, 2	Administration, DSC Personnel	Sign in sheets, agendas, office staff better able to handle situations in a professional manner, present school year climate survey	✓	✓	✓
<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, 90% of all students in all subgroups at LOMA VERDE 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: 90% of students in all subgroups will meet standard on STAAR and District Milestones

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Provide opportunities for after school, intersession, Saturday camps and Summer school and in school tutoring for ELLs.	1, 9, 10	Bilingual teachers, BIL TIA, administration	walkthroughs, tutoring lesson plans, student sign in sheets improved student performance			
Funding Sources: 199 - General Fund: Bilingual - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: 100% of LOMA VERDE teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth as indicated by STAAR and District Milestones

Evaluation Data Source(s) 2: K-2 District Milestones and Benchmarks:

- 90% of students will be on grade level in math and reading
- 3rd-5th STAAR Scores:
- Math 92% will meet standard
- Reading 91% will meet standard
- Science 93% will meet standard
- Writing 88% will meet standard

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Purchase research-based materials (such as but not limited to Motivation: Reading Writing, Math and Science; STAAR Master, IXL license for Math and Reading; Johnny Can Spell, Forde Ferrier, Step Up to TEKS, STAAR Master, Countdown, Lone Star and STEMscopes) to provide differentiated instruction and intervention in the areas of Math, Reading, Writing and Science for at-risk, ELLs and Special Ed students.</p>	1, 2, 3, 9, 10	administration, SCEI, teachers	lesson plans, walkthroughs istation, DRA, benchmarks, teacher created assessments, Mock STAAR Improved performance in core subject areas			
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 CSF 4</p> <p>2) Provide opportunities for in-school tutoring with TIAs and at-risk aide.</p>	1, 2, 9, 10	TIAs and At-Risk Aide	Contact logs, teacher lesson plans, on-line weekly logs improved performance and achievement in core subjects istation, DRA, benchmarks Student sign in sheets			
Funding Sources: 211 - Title I, Part A - \$12,035.00						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Purchase necessary instructional supplies, materials, software, computer and technological equipment including, but not limited to, projectors, replacement bulbs, IWB pens and memory to ensure that teachers are able to appropriately modify/enhance curriculum to meet all students' specific needs (including ELLs and SPED) and to ensure that computers are available for student use.</p>	1, 9, 10	teachers, administration	lesson plans, IEPs, tutoring/ intervention lesson plans improved performance and achievement in core subjects Brigance, istation, unit tests, benchmarks			
Funding Sources: 199 - General Fund: Bilingual - \$1,750.00						
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students during intersession/Saturday School/Summer School.</p>	1, 9, 10	teachers, Bilingual teachers, SCEI, administration	intersession tutoring lesson plans, walkthroughs improved student achievement and performance end of unit tests, benchmarks, Mock STAAR			
Funding Sources: 199 - General Fund: SCE - \$7,910.00, 199 - General Fund: Bilingual - \$5,000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 3: During the 2016-2017 school year, 100% of Special Education teachers will be provided at least 3 professional development opportunities either on or off campus and resources to support professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: 100% of teachers will attain T-TESS Proficient level or better. 100% of students will show growth from BOY to MOY based on iStation, benchmarks and STAAR. 100% of teachers and staff who attend off campus professional development will present or share training with colleagues during faculty meetings or PLCs; as well as implement at least one new strategy into their instructional delivery.

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>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide professional development or funds for off-campus trainings to teachers and purchase instructional materials and equipment or software that will support differentiated instruction for Special Ed students.</p>	1, 3, 4, 5, 9, 10	Special Ed teachers, aides, administration	lesson plans, walkthroughs, sign in sheets improved performance in areas being served end of 9 week's assessments, teacher created assessments, istation			
Funding Sources: 199 - General Fund : Special Education - \$0.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide professional development on site or off campus and resources and Reading materials to teachers and staff according to survey results or walkthrough data documenting need for refreshers/training in particular content areas to achieve professional growth and high student academic achievement rates.</p>	1, 3, 10	administration, SCEI, teachers	T-TESS, sign in sheets, walkthroughs, improved teacher performance, improved student performance			
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 4: LOMA VERDE administrators will schedule at least 1 data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 4: 100% of teachers will participate in all data feedback sessions.

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>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Schedule at least one data feedback session with Curriculum and Instruction personnel to acquire support and resources</p>	1, 4, 9	teachers, SCEI, administration	meetings record/minutes lesson plans, implementation of recommendations end of unit tests, benchmarks, Mock STAAR			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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

Performance Objective 5: By February 28, 2017, LOMA VERDE personnel will host 2 family evening events designed to engage parents in the educational process in order to promote the academic and behavioral success of students.

Evaluation Data Source(s) 5: Sign in sheets and agendas from Math and Literacy nights.

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>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Engage parents in the educational process to ensure the academic and behavioral success of students by providing the following: STAAR information Night, Literacy-Library Night, Math Night (Nachos and Numbers), Art Showcase, GT Showcase and Parent/Teacher Conferences.</p>	1, 6, 9, 10	teachers, librarian, SCEI, administration, Parent Liaison	parent sign in sheets Increased parental participation			
<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 6: For the 2016-2017 school year, the attendance rate for all students at Loma Verde will improve to 97% from 96.61% in 2015-2016.

Evaluation Data Source(s) 6: Student attendance will be 97% for the 2016-2017 school year.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide attendance incentives and recognition to students and teachers for perfect attendance - every 10 days for each class with perfect attendance, every nine weeks for students and teachers, end of year trophies for students perfect attendance</p>	1, 6, 8	Teachers, Counselor, Administration	Announcements, Schedule of Ceremonies, Class popcorn party lists, Parent communication log to acknowledge improved attendance			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
5	1	1	Provide opportunities for after school, intersession, Saturday camps and Summer school and in school tutoring for ELLs.
5	2	1	Purchase research-based materials (such as but not limited to Motivation: Reading Writing, Math and Science; STAAR Master, IXL license for Math and Reading; Johnny Can Spell, Forde Ferrier, Step Up to TEKS, STAAR Master, Countdown, Lone Star and STEMscopes) to provide differentiated instruction and intervention in the areas of Math, Reading, Writing and Science for at-risk, ELLs and Special Ed students.
5	2	2	Provide opportunities for in-school tutoring with TIAs and at-risk aide.
5	2	4	Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students during intersession/Saturday School/Summer School.
5	3	1	Provide professional development or funds for off-campus trainings to teachers and purchase instructional materials and equipment or software that will support differentiated instruction for Special Ed students.
5	3	2	Provide professional development on site or off campus and resources and Reading materials to teachers and staff according to survey results or walkthrough data documenting need for refreshers/training in particular content areas to achieve professional growth and high student academic achievement rates.
5	4	1	Schedule at least one data feedback session with Curriculum and Instruction personnel to acquire support and resources
5	5	1	Engage parents in the educational process to ensure the academic and behavioral success of students by providing the following: STAAR information Night, Literacy-Library Night, Math Night (Nachos and Numbers), Art Showcase, GT Showcase and Parent/Teacher Conferences.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
5	1	1	Provide opportunities for after school, intersession, Saturday camps and Summer school and in school tutoring for ELLs.
5	2	1	Purchase research-based materials (such as but not limited to Motivation: Reading Writing, Math and Science; STAAR Master, IXL license for Math and Reading; Johnny Can Spell, Forde Ferrier, Step Up to TEKS, STAAR Master, Countdown, Lone Star and STEMscopes) to provide differentiated instruction and intervention in the areas of Math, Reading, Writing and Science for at-risk, ELLs and Special Ed students.
5	2	2	Provide opportunities for in-school tutoring with TIAs and at-risk aide.
5	2	4	Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students during intersession/Saturday School/Summer School.
5	3	1	Provide professional development or funds for off-campus trainings to teachers and purchase instructional materials and equipment or software that will support differentiated instruction for Special Ed students.
5	3	2	Provide professional development on site or off campus and resources and Reading materials to teachers and staff according to survey results or walkthrough data documenting need for refreshers/training in particular content areas to achieve professional growth and high student academic achievement rates.
5	4	1	Schedule at least one data feedback session with Curriculum and Instruction personnel to acquire support and resources
5	5	1	Engage parents in the educational process to ensure the academic and behavioral success of students by providing the following: STAAR information Night, Literacy-Library Night, Math Night (Nachos and Numbers), Art Showcase, GT Showcase and Parent/Teacher Conferences.

State Compensatory

Budget for Loma Verde Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-121-30-39-000-6118	6118 Extra Duty Stipend - Locally Defined	\$7,910.00
6100 Subtotal:		\$7,910.00

Personnel for Loma Verde Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erica Mendoza	At Risk Instructional Aide	Interventionist for At Risk Students	1
Laura Flores	Library Aide	Interventionist for At Risk Students	.5
Meredith Rodriguez	SCEI	Interventionist/Teacher support	1
Viviana Serrano	5th Grade Teacher	Class Size Reduction	1

Title I

Schoolwide Program Plan

Campus Improvement Plan was developed through the review of data from a variety of sources to include summative assessment data from the previous year's plan; state, district and campus assessment data. Our goals are aligned with the district goals and our strategies were developed to support those goals. We looked at each strategy to amend, delete or add where needed.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

Evaluated STAAR Data, district benchmarks and milestones to determine areas of need by content and student populations.

2: Schoolwide Reform Strategies

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

Goals 2 and 3 address the highly qualified staff and instructional practices.

3: Instruction by highly qualified professional teachers

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

Plans are in place to provide ongoing professional development to ensure that all staff remain highly qualified. Goal 3

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

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

N/A

5: Strategies to attract highly qualified teachers

1. Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

We are currently not a high need school. Our teacher retention rate is very high and our scores are above the district average in all but one subject.

6: Strategies to increase parental involvement

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

We have a parent liaison on staff.

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

1. Ensure Smooth Transition for Students Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

1. Measure to Include Teachers in Decisions Regarding the use of Academic Assessments Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Weekly PLCs and 9 weeks TEKS Academies provide teachers the opportunity to collaborate and analyze student data to improve instruction as data indicates.

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

1. Effective, Timely Additional Assistance Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

(1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Extra assistance is provided to struggling students through in school interventions by classroom teachers, instructional aides and SCEI. We also provide after school, Saturday and intersession tutoring.

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

1. Coordination and Integration of Federal, State, and Local Services and Programs including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Parent liaison and counselor provide parents information regarding special programs that may apply to them.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristin Bird	Parent Liaison	Parenting Classes/Volunteer Coordinator	1
Ray Barraza	Instructional Aide	Interventionist for At Risk Students	.5
Veronica Ramirez	Instructional Aide	Science Aide	.5

Campus Improvement Team

Committee Role	Name	Position
Administrator	Leslie K	Principal
Administrator	Virginia Pon	Assistant Principal
Business Representative	Laro Villanueva	Alchemy Karate
Classroom Teacher	Andrew Estala	P.E. Coach
Classroom Teacher	Marina Galindo	1st Grade
Classroom Teacher	Maureen Garcia	Sp.Ed.
Classroom Teacher	Sylvia Gomez	Kinder
Classroom Teacher	Cesar Ramirez	3rd Grade
Classroom Teacher	Deborah Ramirez	5th Grade
Classroom Teacher	Gloria Savedra	2nd Grade
Classroom Teacher	Lynette Trujillo	4th Grade
Non-classroom Professional	Edward Martinez	Counselor
Non-classroom Professional	Carolyn Del	Librarian
Non-classroom Professional	Meredith Rodriguez	SCEI
Parent	Melissa Ortiz	

Campus Funding Summary

199 - General						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	4	1	Software	211-11-121-24-00-000-6299	\$0.00	
3	2	1	Substitutes	199-11-121-11-00-000-6112	\$0.00	
3	3	1		199-11-121-11-13-000-6112	\$0.00	
5	3	2		199-13-121-99-00-000-6329	\$0.00	
Sub-Total					\$0.00	
199 - General Fund: SCE						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	4	4	Salaries for SCEI and Aides and CSR Teacher (\$131,630.73); and extra duty pay for tutoring (\$7910)		\$139,540.73	
5	2	4	Extra duty pay		\$7,910.00	
Sub-Total					\$147,450.73	
199 - General Fund : Special Education						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	3	4		199-11-121-63-99-000-6399	\$0.00	
2	3	4	Teacher Travel	199-13-121-23-02-000-6411	\$0.00	
5	3	1		199-13-121-23-02-000-6411	\$0.00	
Sub-Total					\$0.00	
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	4	2		211-11-121-24-00-000-6395	\$0.00	
2	4	3	211-11-121-24-00-000-6329		\$0.00	
2	4	4		211-11-121-24-00-000-6118	\$0.00	
2	4	5		211-11-121-24-00-000-6399	\$0.00	
2	5	1	Books and licenses	211-11-121-64-00-000-6329	\$0.00	

2	7	1	Science TIA	211-11-121-24-00-000-6125	\$0.00
3	4	1			\$0.00
4	1	1	Materials, supplies and refreshments for parent workshops	211-61-121-24-00-000-6399	\$0.00
4	1	1		211-61-121-24-00-000-6499	\$0.00
5	2	1	Refer to funding in goal 2		\$0.00
5	2	2		211-11-121-24-00-000-6125	\$12,035.00
Sub-Total					\$12,035.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1		199-11-121-25-00-000-6112	\$0.00
5	1	1			\$0.00
5	2	3		199-11-121-25-99-000-6395	\$1,750.00
5	2	4	Extra duty pay		\$5,000.00
Sub-Total					\$6,750.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	G.T. Funds	199-11-121-21-00-000-6339	\$0.00
2	3	3		199-36-121-21-00-000-6412	\$0.00
2	3	3		199-11-121-21-00-000-6494	\$0.00
Sub-Total					\$0.00
Grand Total					\$166,235.73