

Socorro Independent School District
Lujan-Chavez Elementary
2016-2017 Campus Improvement Plan

Mission Statement

Lujan-Chavez will provide a supportive which share the responsibility of reaching the full potential of each student.

Vision

Tomorrow's Leadership Learning Today

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Comprehensive Needs Assessment

Needs Assessment Overview

The staff at Lujan-Chavez is committed to meeting our goals and providing our students with the highest quality of education. It is our goal to reach exemplary standards in all that we do while providing our students with a safe and motivating learning experience. We truly want to provide students with a well-rounded educational experience which is why we will always nurture the arts and athletics in addition to our instructional programs. We also realize that we cannot do this alone and encourage our community to join us in our efforts. Together, we will continue to shine! Our theme this year is You Hold the Key... we are committed to reaching our goals to become a future ready campus.

Demographics

Demographics Summary

Lujan-Chavez is one of 48 campuses in Socorro Independent School District. Lujan-Chavez opened its doors in July of 2001 and serves predominantly middle class (type) families. Currently, Lujan-Chavez serves 1,139 students in grades Kindergarten to 5th grade. The student population is 3.67% African-American, 8.39% White, .61% Asian, 84.70 Hispanic, 50.7% male, and 49.2% female with a low socioeconomic status of 60.4%. The average daily attendance rate for students is 97.33%.

Demographics Strengths

Luja-Chavez serves 272 English Language Learner students, 32 students in the Gifted and Talented program, 37 students identified for 504 servies, and 80 students served through special education services. Our School-wide Title 1 program consists of parent involvement activites, after school and intersession tutoring in the various content areas. Teachers are provided professional development in various areas based on student needs. Our State Compensatory Program (SEC), consists of two academic coaches who train teachers in researched based best practices to meet the needs of our students. The School Improvement Team reviews the campus programs, survey results, and data from the assessments such as STAAR, TELPAS, Attendance (students and staff), Checkpoints, Lexia, iStation, TCM Math and Milestone Assesments from students, staff, and students.

Demographics Needs

There is a need for consistency in developing and providing interventions and accommodations specific to the individual needs of special education students, particularly through implementation of purposeful teaching strategies, collaboration among special education teachers, and creating and preparing plans that are attuned with the various academic and non-academic needs of students.

With the availability of different instructional technologies in the campus, it is important to stay current on best practices and be able to have consistent implementation and seamless integration in content delivery, data analysis, student engagement, and learning interventions.

Our teacher attendance continues to be an area that needs to be address. The campus attendance committee will make this one of their target areas for the school year.

Student Achievement

Student Achievement Summary

Grade 3

All: Math Met (88.9%) Advanced (30.81%); Reading Met (81.1%) Advanced (35.4%)

Econ. Disadvantaged: Math Met (73%) Advanced (24.76%); Reading Met (76.1%) Advanced (29.5%)

Limited English Proficient: Math Met (94.5%) Advanced (34.5%) Reading Met (90.9%) Advanced (38.1%)

Grade 4

All: Math Met (76.2%) Advanced (19.5%); Reading Met (81.4%) Advanced (20.6%); Writing Met (71.6%) Advanced (17%)

Econ. Disadvantaged: Math Met (72.2%) Advanced (12.6%); Reading Met (78.1%) Advanced (17.6%); Writing Met (64.7%) Advanced (13.4%)

Limited English Proficient: Math Met (55.1%) Advanced (8.1%) Reading Met (63.2%) Advanced (2%); Writing Met (46.9%) Advanced (4%)

Grade 5

All: Math Met (93.8%) Advanced (17%); Reading Met (86.9%) Advanced (25.3%), Science Met (88%) Advanced (14.6%)

Econ. Disadvantaged: Math Met (93.1%) Advanced (9%); Reading Met (82.9%) Advanced (14.7%); Science Met (81.15%) Advanced (10%)

Limited English Proficient: Math Met (71.4%) Advanced (0%) Reading Met (14.2%) Advanced (0%); Science Met (57.1%) Advanced (14.2%)

iStation Data in Tiers per Grade Level

School	Grade Level	Tier 1	Tier 2	Tier 3
Lujan-Chavez Elementary	Grade K	67%	24%	9%
	Grade 01	83%	12%	5%
	Grade 02	84%	11%	5%
	Grade 03	79%	14%	7%

Average Composite Scores per Grade Level

- **TELPAS Assessment:** Average Composite Scores per grade level are indicated below.
 - Kindergarten: 2.0 Composite Score
 - 1st Grade: 3.1 Composite Score
 - 2nd Grade: 3.1 Composite Score
 - 3rd Grade: 3.6 Composite Score
 - 4th Grade: 3.0 Composite Score
 - 5th Grade: 3.3 Composite Score

Student Achievement Strengths

After studying our data carefully we have identified the following areas as areas that demonstrated student achievement strengths:

- **Curriculum Instruction, Planning, and Best Practices:** The faculty and staff continue to plan effectively and successfully by understanding and analyzing data, creating and implementing quality assessments, utilizing best practices to align curriculum instruction horizontally and vertically, and the continuous implementation of the transitional program to provide SIOP strategies to our ELL students.
 - Math: STEMS grant, Project Lead the Way Math and Science Modules, Vertical Team Alignment, "One-Minute Math Club", Think Through Math
 - Reading: Balanced Literacy strategies, Kagan strategies, Phonics Instructions provided by Nine Enterprises, SIOP strategies for

ELL students, Vertical Team Alignment

- Science: STEMS grant, Project Lead the Way Math and Science Modules, Vertical Team Alignment, Robotics Club
- Writing: Empowering Writers, Grammar and Writing by Nine Enterprises, Vertical Team Alignment

Student Achievement Needs

After studying our data carefully we have identified the following areas as areas that will need deliberate planning and intervention:

- **Special Education Population:** This population continues to increase. We will continue to study best practices for accommodating students with learning disabilities so that they can perform at their optimal levels.
- **Math:** Our gains in Math have been in 5th grade with our school-wide initiatives. This year we will have all the teachers trained with best practices. This will support our instruction as we implement the new Math TEKS. We will also place an emphasis on Guided Math, Touch Math, and math interventions.
- **Reading:** We made gains in reading except for 3rd and 4th grade. We will continue with our school-wide expectations and continue our guided reading implementation and Nine Enterprises trainings and resources. We will also continue to offer support with guided reading in grades K-5th.
- **Writing:** We will continue with our campus wide writing initiatives in grades K-5. Our teachers will continue to receive support from our instructional coaches throughout the school year.
- **Technology:** We will continue to update our technology as needed. Currently, we are in need of additional computers, projectors and printers to replace these items that are no longer in working condition.
- **Science:** We have made gains in the area of science, we will continue to spotlight this area of our instruction. Stemsopes lessons will be implemented and we will continue our Science Labs by design for our K- 5th grade classes.
- **Attendance:** Our school attendance goal is 98.2%. While we meet this goal often, our average attendance for the year is 97.32% which does not meet the district goal. We would like to continue to make gains in this area as this directly impacts student performance.
- **Tutorials:** We will provide tutorial sessions in reading, math, and science for students that are struggling. These sessions will be provided after school, intersession, and during the summer sessions.

School Culture and Climate

School Culture and Climate Summary

At Lujan-Chavez, we strive to keep our students safe at all times. The safety of our students and staff is our main priority and we know that in order for students to learn they must feel safe. Our district just completed the installation process of 10 new cameras that are located at various hot-spots in and around the perimeter of our building. In addition to this we have completed all of our safety drills. We have dedicated one staff member to be at the front desk greeting visitors and ensuring that they sign in with our LobbyGuard system-a system that runs all visitors through a sex-offender data base. Our assistant principal leads our safety team and sends out a monthly newsletter titled, Safety Matters. This newsletter highlights best practices throughout our school and offers safety tips.

We are also in our 3rd year of the WATCH D.O.G.S. (Dads of Great Students) program. This program grows every year and not only supports our safety plan but enhances academic performance as well.

Lujan-Chavez has a minimal amount of office discipline referrals for a school of its size. Classroom management is consistent and teachers emphasize our WE SHINE Expectations in their daily discussions and their Monday Morning Class meetings which integrate our Positive Behavior approach with the Olweus Bullying Program. We will continue to monitor our referrals while promoting our expectations through the use and practice of our WE SHINE expectations. We have just completed our third complete year of Positive Behavior Intervention Support implementation and are continuing to plan for the next phase. We start each day with "Stars, how do you shine?" Students reply, "We are Safe, Honest, Independent, and Nice to Everyone. We shine!" We have clear expectations for the bathroom, the hallways, the cafeteria, the playground, assemblies, and classrooms. Our character traits will be embedded in this along with our NO Bullying campaign. As we plan for the maintenance phase, we have noted that our office referrals did increase this school year as our enrollment increased. We will continue to monitor this; however, our referrals continue to be relatively low for a campus of this size. Our Positive Behavior Intervention and Supports Team presented our "We Shine" campaign to the Region 19 area schools at the PBIS conference this Spring.

School Culture and Climate Strengths

In the area of School Culture and Climate Strengths, Lujan-Chavez Elementary continues to demonstrate strengths in:

- Keeping all faculty and staff safe by making this a number one priority.
- Installation of 10 new cameras that are located in different hot-spots in and around the perimeter of the building.
- Consistent implementation of safety drills, i.e. Fire Drill (monthly), Evacuation, Reverse Evacuation, Shelter-in-Place, Lockdown.
- Automated LobbyGuard system that ensures background checks of incoming visitors in the campus.
- WATCH D.O.G.S. (Dads of Great Students) program that supports the campus safety plan and enhances academic performance.
- Positive classroom management through the emphasis of WE SHINE (Safe, Honest, Independent, and Nice to Everyone) expectations

and Positive Behavior Intervention and Support (PBIS) expectations.

School Culture and Climate Needs

The following areas are the areas of needs that Lujan-Chavez will continue to develop in collaboration with faculty, staff, students, parents, and the community:

- We are one school in a combo-school setting. The coordination and streamlining of our safety systems can be a challenge. We are working on this and strive to make it a seamless plan. Both administrative teams come together to plan drills and we should merge our safety teams at different times of the year.
- We will increase better communication and sharing of important safety procedures by providing students, parents, and the community with an informative safety newsletter, "Safety Matters", at least every 9 weeks.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Accountability for all is critical to the success of any campus. At Lujan-Chavez we believe that all students can learn and we are committed to put supports in place to ensure that this happens. We will continue our Teacher Tuesday sessions that allow us to analyze our data and make informed decisions. We will also continue our RTI process with an emphasis on targeted interventions. Teacher talks will continue where we discuss each student and identify instructional plans for teachers and students alike. Our vertical alignment teams will continue and we will analyze our data to ensure that gaps are being filled.

All teachers received training with Marcia Tate-Worksheets Don't Grow Dendrites. All teachers also received training in Kagan Cooperative Learning and we have seen an increase in student engagement in all classrooms. These best practices are a part of our non-negotiables and they are expected in daily lessons and observed during walk-throughs. We will continue to provide refresher trainings for our new staff.

Balanced Literacy continues to be an area of focus as well as Guided Math. We began the school year with this emphasis and offered extra support sessions on Guided Reading during our STAR Academies.

To support our Math goals, all teachers next year will receive a training on Touch Math to support interventions. This is in effort to align our problem solving process and other practices with mathematics instruction.

This school year our 4th grade team received additional training in the area of writing with Empowering Writers. Throughout the year, we updated teachers with Being a Writer and every classroom made an effort to monitor students through the writing process.

Teachers continued to meet for Curriculum Awareness sessions each nine week period. They utilized TRS documents such as the Year-At-A-Glance and the Instructional Focus Document in order to identify the depth and specificity of the concept being taught.

Based on the STAR chart data, our number of teachers on the advanced tech level continues to rise. We have expanded the use of technology into all classroom instruction by placing Interactive White Boards in all classrooms including the library, Special Education classroom, and our at-risk support labs. We have also purchased interactive projectors. We have a very large student population and have accommodated an additional computer lab to create a proactive approach to online learning and future online testing. Teachers are actively using technology. Ipads and Nooks were also purchased and we hope to increase those numbers on our campus this next school year. Teachers are using Activotes, scanners, cameras, and other technologies with their students daily. New computers were purchased for our computers lab and those computers that were in the lab will be placed in classrooms in order to increase the number of computers in each classroom.

All teachers are actively participating in our campus STEM Night. In order to attract and retain highly qualified teachers, instructional technology training sessions are offered biweekly and on an as-needed basis. We will purchase equipment for Skype in order to meet with

parents that deployed during important meetings, pen-pal situations, career day guest speakers, etc.

This school year we conducted a survey of teachers to determine their professional development needs and wants. The outcome of this was our STAR Academies which took place on Thursdays after school with a topic of their choice. We will continue this support next school year.

For 2016-2017 we will continue to implement a new teacher academy for teachers with 0-3 years of experience as well as anyone else who might benefit from additional support in best practices. We have budgeted extra duty pay for 10 hours of support and materials.

We will begin our 2016-2017 school year with approximately 1,150 students. Our enrollment continues to increase even with the opening of a new campus. Due to the opening of a new school had a large turn over of staff. We will work on building consistency with our staff development in order to continue to build capacity and strengthen our instructional core.

Staff Quality, Recruitment, and Retention Strengths

The campus staff at Lujan-Chavez Elementary is a staff that is dynamic and has been evolving during the past two years. There has been a large number of new teachers and staff that have been integrated into the current team. The staffing patterns have helped establish a strong team. The staffing of the campus has been done to meet the need of the students.

Staff Quality, Recruitment, and Retention Needs

Walkthroughs: We will continue with our instructional focus walkthroughs. Administration will make more time to personally talk with teachers regarding their performance on a regular basis.

Our next steps are to continue to stay current on instructional technologies and to continue with grade level and vertical team instructional rounds. The use of Eduphoria will be instrumental in gathering our data in order to make informed decisions. Teachers will continue to need support on the usage of Eduphoria and we will continue to display our data on data walls to promote conversations and planning.

This school year, we will provide continued support and staff development with CSCOPE, to support teachers as they plan for each nine week period. Each administrator will participate in grade level planning.

We purchased one guided reading bookroom while the district purchased a second bookroom. We will continue to add to this bookroom with genre studies, author studies, and books that support math instruction.

While our technology skills continue to grow, we find it important to maintain and build on our technological skills as technology is ever changing. It is our goal to stay current in this area and continue to offer biweekly staff development opportunities in this area. We purchased Nooks that can be utilized on a check-out basis.

We strive yearly to enhance our Inclusion program. Our Special Education students will be provided with the accommodations and supports in the general education setting first and foremost. We have participated in the Stetson Group training and will continue to strive for the best setting and the best practices for our students. Feedback from our Stetson support showed that we are on the right track with scheduling and assisted us with ideas on how to best utilize our staff to support the needs of our students.

Our newer teachers will continue to receive the support they need from our district instructional specialists and campus mentors including our Specialty staff such as our Instructional Coaches.

In order to provide instructional support to our staff, it is important that the Instructional Leadership Team, which includes our Administrative team, takes advantage of professional development opportunities that will enhance their own learning. This professional development can be in the form of a book study or a conference that will support our goals as a school in addition to being a part of all campus staff development opportunities.

Continued training in the new Math TEKS is going to be critical and necessary if we are to move forward and make gains in Math. We will provide all our teachers with training in the Fundamental Five to support in best practices in all content areas. Our SPED teachers received additional training through the district instructional team.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SISD district leaders, campus leaders, faculty and staff members will ensure that students receive a quality educational experience by working together to meet the educational goals at the federal, state, and district level.

Curriculum, Instruction, and Assessment Strengths

The resources used at Lujan-Chavez have proven effective and helpful in providing quality instruction for our students. The use of SMART goals by our classroom teacher have made a considerable impact on student success. Teachers were able to use their current data to set goals and adjust their instruction to maximize students growth. Campus administration reviews data and provides feedback to teachers during Teacher Support Talks. The SCEI Coaches then customize the support given to each teacher.

Curriculum, Instruction, and Assessment Needs

After studying our data carefully we have identified the following areas as areas that will need deliberate planning and intervention:

- **Special Education Population:** This population continues to increase. We will continue to study best practices for accommodating students with learning disabilities so that they can perform at their optimal levels.
- **Math:** Our gains in Math have been minimal even with our school-wide initiatives. This year we will have all the teachers trained with Singapore Math. This will support our instruction as we implement the new Math TEKS. We will also place an emphasis on Guided Math, Touch Math, and math interventions.
- **Reading:** We made gains in reading except for 3rd and 4th grade. We will continue with our school-wide expectations and continue our guided reading implementation and Nine Enterprises trainings and resources. We will also continue to offer support with guided reading in grades 3rd-5th.
- **Technology:** We will continue to update our technology as needed. Currently, we are in need of additional computers, projectors and printers to replace these items that are no longer in working condition.
- **Science:** We have made gains in the area of science, we will continue to spotlight this area of our instruction. Stemsopes lessons will be implemented and we will continue our Science Labs by design for our 4th and 5th grade classes.
- **Attendance:** Our school attendance goal is 98.2%. While we meet this goal often, our average attendance for the year is 97.32% which does not meet the district goal. We would like to continue to make gains in this area as this directly impacts student performance.
- **Tutorials:** We will provide tutorial sessions in reading, math, and science for students that are struggling. These sessions will be provided after school, intersession, and during the summer sessions.

We will continue to provide assistance to our teachers to ensure all students make academic gains. Our after school tutorials have helped our teachers provided small group instruction to our at-risk students. Our instructional aides have pushed into the classrooms to assist students that are in need of support. The WIN Academy will allow our teachers to work with strategic interventions to help close the achievement gap. They will integrate blended learning into their daily lessons.

Family and Community Involvement

Family and Community Involvement Summary

Currently, our Parent Liaison, offers support for our families through the Family Frameworks Workshops. Some titles for these workshops include: How to help students prepare for test taking, Providing a Learning Environment at Home, as well as providing parental support in the acquisition of the English Language. She works hand-in-hand with our Parent Volunteer Coordinator to invite parents in and have them actively engaged in our goals for our campus. A “uniform swap” will be initiated this school year in order to support those families that are new to our area or are only going to be here a short while.

As our area continues to grow, we have several new families to the area. We will continue to communicate to our families through our newsletters, Global Connect, our website, and our student handbook.

We routinely invite members of the community to join us in school functions. We have a great support base with our Partner’s In Education and strive to increase this support each year. In 2013, we received the district award for the greatest amount of participation with our community partners. Our PTA was also honored for their volunteering efforts.

This school year continued the implementation of Watch D.O.G.S. (Dads of Good Students) The promotion of the male role model has been a very positive influence on our campus thus far. We are excited to continue this partnership with our families. Our participation numbers continue to rise and we are seeing a very positive impact from this partnership. We will integrate Family Frameworks sessions to support our SPED parents at home.

Family and Community Involvement Strengths

During the 2015-2016 school year, parental involvement opportunities have been a focus at Lujan-Chavez Elementary. The volunteer program has been a great support in organizing events for the community. The volunteers and PTA have worked together to enrich and support the learning culture of the campus. Monthly events have been added to the calendar to ensure parents are active members of the Lujan-Chavez community. Various events such as Coffee with the Principal, Drive Through Breakfasts, and academic nights have been a great success this school year.

Family and Community Involvement Needs

While we have had steady participation, we would like to increase the average number of participants from 25 to 30. In order to do this, we have surveyed our parents, and they would like to have more opportunities to enhance their technological skills. We would like to leave a lab

open for parents in the evening on designated dates to get this practice.

School-wide expectations will be shared with parents through a newly developed student handbook written in both English and Spanish. This handbook is revised every year and is now in the student agendas. This agenda is used to communicate with parents on a daily basis and is provided for every student. Our webpage is also kept current so that parents can be informed of the most current information.

We always want to encourage and promote participation with our parents and our community. We will continue to invite and communicate with them on a consistent basis through a variety of resources. We will also continue to utilize the expertise of our community in our Career Day events and our Education Go-Get-It week. We will encourage attendance at all our Family Nights to ensure that parents are aware of curriculum expectations and to provide support for home.

Our parent liaison is working closely with our counselors to provide more opportunities for our parents to come together to learn. We also see a need to support our military families in particular those spouses who have partners that have deployed or single parent families where children are left with neighbors or relatives during their deployment. We currently have 22% of our population that has parents that serve our country. Currently, our school counselor hosts a Military Club for students whose parent(s) are in the military. The purpose behind this to let them meet other kids that are going through many of the same situations that they are.

School Context and Organization

School Context and Organization Summary

Lujan-Chavez Elementary School context and organizational structures consists of targeted instruction based on researched based best practices to ensure academic progress and enrichment. Instructional programs, such as Istation, Lexia, Robotics, Guided Reading, and SIOP strategies, are used to meet the needs of our students.

Lujan-Chavez has a variety of committees, such as LPAC, PBIS/Olweus, SIT, Attendance, Safety, Vertical Teams, to continuously monitor the campus practices. Our campus will be implementing the WIN program with blended learning and digital learning integration.

Lujan-Chavez provides programs to target the wide variety of learners such as: 272 English Language Learners, 32 students in the Gifted and Talented program, 37 students identified for 504 services, and 80 students served through Special Education services.

School Context and Organization Strengths

Lujan-Chavez Elementary staff encourages our students to use their "Shine Expectations" in order to create a safe learning environment where students focus on their academics. These expectations hold our students accountable for taking ownership of the campus and promotes a positive learning environment.

Our curriculum coaches in collaboration with our district instructional officers guide our teacher to create a curriculum roadmap that provides rigorous and high quality instruction. The instruction includes TEKS based daily lessons, targeted intervention lessons, checkpoints, and district benchmarks that monitor and guides the instruction throughout the school year. Best practices such as Marcia Tate strategies, Fundamental Five, Kagan, Guided Reading/Math ensure all our learners are engaged in the learning process. Our bilingual populations is targeted by embedding SIOP strategies into the daily lessons. Our SPED students are served by using our Inclusion Model and mainstreaming our student population. Our students are progressed monitored using Istation, Lexia, Accelerated Reading, and district provided assessments. Our response to intervention system is spearheaded by our administration, counselors, parents, and campus curriculum coaches to ensure all students are being provided the academic support to be successful.

Various committees such as SPED, Bilingual, PBIS, Attendance, RTI, Vertical Teams, and SIT monitor that campus initiatives are effective.

School Context and Organization Needs

Due to the growth in our community, our campus overflows students to three other elementary campuses in our feeder pattern. We continue

to work with our district attendance personnel to accommodate as many of our students at Lujan-Chavez Elementary. We maximize the use of our facilities to ensure our students receive the best education possible.

Technology

Technology Summary

At Lujan-Chavez Elementary, technology is utilized and integrated as a tool and as innovative resources to support and engage teaching best practices and successful academic learning among students. Classroom teachers, staff, and the students use a variety of technological equipment, mobile technologies, and resources to provide positive and collaborative student engagement; increase active participation with their peers; provide real-world and hands-on applications through project-based learning; and, support constructive, problem-based, and critical thinking through meaningful and purposeful talk.

The seamless integration and utilization of different technologies also aim to support teaching and learning by using the Texas Essential Knowledge and Skills (TEKS) state standards as the basis to cultivate rigor through alignment of these standards with instruction and assessments, to include the gain and application of critical 21st Century digital knowledge and skills.

Technology Strengths

Lujan-Chavez Elementary have been selected to be part of the WIN Academy cohort for the 2016-2017 school year. We will be able to provide our student the opportunity to learn using a project based model. Through the integration of technology our students will be able to close the achievement gap using an innovative way of learning. Our teachers will be learning best practices to customize the instructions for our students. Our WIN Academy classes will be in 2nd, 3rd, 4th, and 5th grade.

Technology Needs

Updating software and hardware at Lujan-Chavez is an on-going effort in order to provide our students and teachers with adequate instructional tools.

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
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

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, Lujan-Chavez will implement a plan of action to ensure that district stakeholders feel safe at school and school events, increasing the number of students that strongly agree that they feel safe by 70% on the next SISD climate survey.

Evaluation Data Source(s) 1: Climate survey given to students will equal 70% or more

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Meet monthly as a safety committee to review our safety plan and to discuss the outcome of all drills.	1, 2, 7	Administration Safety Committee	Implementation: * Sign-in sheets * Monthly drill logs Impact: * Our school community will know the difference between all drills and will be able to follow the protocol for each one.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
2) Publish our Safety Matters newsletter for our school staff. This newsletter highlights our safety successes as well as offers safety tips for all to follow.	1, 2, 7, 10	Administration	Implementation: * Monthly newsletter Impact: * Staff and students will implement safety tips noted in newsletter.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
3) Promote/implement our WATCH D.O.G.S. (Dads of Great Students) Program.	1, 2, 6, 7, 10	Administration Teachers Parent Liaison School Counselors	Implementation: * Daily Watch D.O.G.S. on campus. Impact: * Increase in participation and a decrease in safety incidents.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		

4) Positive Behavior and Intervention Support Team that coordinates our We SHINE expectations for behavior for our campus. This is a positive approach to school-wide behavior and it includes the Olweus anti-bullying program to ensure a safe campus environment.	1, 2, 7	Administration Teachers All Staff School Counselors Parent Liaison	Implementation: * Teachers will enforce the schoolwide expectations and students will follow the expectations. Impact: * Fewer discipline referrals.			
	Funding Sources: 199 - General - \$0.00					
5) Implement our visitor check-in system where each visitor signs in through our security system that will run their identification through the national sex offenders registry.		Administration Front Desk Clerk	Implementation: * All visitors will sign in and receive a badge. Impact: * We will have notifications if someone occurs on the sex offenders list.			
	Funding Sources: 199 - General - \$0.00					
6) Update our staff with training on our Positive Behavior and Intervention Support which includes behavioral expectations for every area of the building and an Anti-Bullying component. The entire campus staff will take an active role in campus safety. Light refreshments and snacks will be offered for all training.	1, 2, 3, 4, 5, 7	Administration Teachers School Counselors Social Worker PBIS Team	Implementation: * Observations throughout the building. Impact: * Decrease in discipline referrals and nurse's office visits.			
	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, 100% Lujan-Chavez will fulfill the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

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

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Coordinate all safety drills with our sister school, Sun Ridge Middle School, to ensure that all drills are completed in a timely manner.	1, 2	Administration Safety Committee	Implementation: * Monthly drills will be conducted in conjunction with our adjoined Middle School. Impact: * Students and staff will know the procedures for each drill and will complete them in a timely manner.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
2) Conduct mini-safety audits prior to our district audit to ensure we are in compliance at all times.		Administration Safety Team	Implementation: * Safety audit walkthroughs Impact: * Teachers and staff will be in compliance with our safety regulations.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		

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

Performance Objective 3: For the 2016-2017 school year, the number of bullying-related incidents reported at Lujan-Chavez will decrease by 3%.

Evaluation Data Source(s) 3: The number of reported bullying-related incidents at all campuses will decrease by 3%.

Summative Evaluation 3:

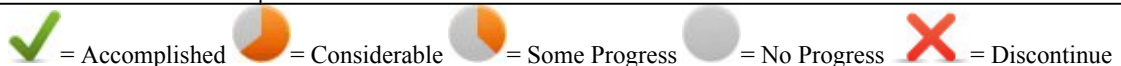
Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement our Monday morning class meetings where we share Olweus lessons and open the door for communication regarding bullying and how we should treat one another. Students will receive the tools they need and will learn how to report bullying.	1, 2	Classroom Teachers School Counselors Administrators	Implementation: * Monday Morning Class Meetings Impact: * Fewer incidents of bullying.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
2) Enforce and monitor our We SHINE expectations and honor students with gold tickets who are shining!	1, 2	All staff Teachers Administrators School Counselors	Implementation: * All students are following the We Shine expectations. Gold Tickets are being distributed to those who "got caught" doing the right thing. Impact: * Fewer incidents of bullying/office referrals.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
						

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

Performance Objective 4: For the 2016-2017 school year, the total number of disciplinary incidents at Lujan-Chavez will decrease by 10%.

Evaluation Data Source(s) 4: Discipline incidents among students will decrease by 10%.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Enforce and monitor our We SHINE expectations and honor students who are shining with gold tickets! Gold tickets can be exchanged for items in our Shine Shop which is sponsored by our PTA.	1, 2, 10	All staff Teachers Administration School Counselors Parent Liaison	Implementation: * Students will be receiving gold tickets for doing the right things. Impact: * Fewer office referrals.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
2) Intervention supports will be provided by teachers for students who are in need of Tier 2 and Tier 3 behavior interventions.	2, 3, 4	Administration School Counselors PBIS team	Implementation: * Sign-in sheets * Intervention plans Impact: * Decrease in student referrals/intervention plans	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
						

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, 100% of Lujan-Chavez teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 1: 100% of the campus staff will be made aware of House bill 5 requirements

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All staff members will receive an update on the requirements of House Bill 5 during a staff meeting or grade level meeting.	2, 4	Administration	Implementation: * Sign-in sheets and agenda	✓	✓	✓
			Impact: * Teachers will be well informed and will share expectations for attendance with students and parents.			
Funding Sources: 199 - General - \$0.00						
2) Provide an opportunity to parents to learn about House Bill 5 and all that it encompasses.	2, 6, 10	Administration School Counselors Parent Liaison	Implementation: * Sign-in sheets * Agenda	✓	✓	✓
			Impact: * Parents will be well informed and will follow guidelines stated in House Bill 5.			
Funding Sources: 199 - General - \$0.00						
						

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

Performance Objective 2: For the 2016-2017 school year, Lujan-Chavez will continue to implement a College and Career Ready Strategic Plan at 100% of its classrooms.

Evaluation Data Source(s) 2: 100 % of classrooms will continue to implement a College and Career Ready Strategic Plan.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar

<p>1) Continue implementation of the research-based and data-driven instructional materials through the use of:</p> <ul style="list-style-type: none"> * Daily 5-Balanced Literacy * Guided Math & Reading- Small groups lessons and read aloud - kidney tables and carpets will be purchased from School Specialty * Kagan Cooperative Learning Strategies *Carolina Biological Supply * Differentiation of Instruction with Rigor 	<p>1, 2, 3, 4, 5, 10</p>	<p>Administration All Teachers SCE-I Coaches Instructional Assistants</p>	<p>Implementation:</p> <ul style="list-style-type: none"> * Sign-in sheets * Agendas * Classroom walkthrough observations * Instructional Rounds * Teacher Talks with data analysis <p>Impact:</p> <ul style="list-style-type: none"> * Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and middle of the year results from state reading and math assessments. 	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Funding Sources: 211 - Title I, Part A - \$0.00</p>						

<p>2) Provide intervention in Math, Reading, Writing, and Science throughout the school day, during intersession, and on Saturdays. Summer School Acceleration support will also be offered for students who did not meet grade level academic standards or attendance requirements. Transportation will be provided to qualified students.</p>	<p>1, 2, 3, 4, 9, 10</p>	<p>Administration Instructional Coaches Teachers Instructional Aides to include the Library Aide</p>	<p>Implementation: * Teacher created intervention lesson plans * Student attendance rosters * Permission slips</p> <p>Impact: * Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.</p>			
<p>Funding Sources: 199 - General Fund: SCE - \$217,500.00, 211 - Title I, Part A - \$0.00</p>						
<p>3) Provide TEKS Resources as the primary curriculum that is directly aligned to the TEKS.</p>	<p>2, 3</p>	<p>Administration SCE-I coaches Teachers</p>	<p>Implementation: * Usage reports * Teacher Pacing Guides * Lesson Plans * Walk through observations</p> <p>Impact: * STAAR performance, Student performance, PDAS walk-throughs</p>			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p>4) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/ summer school.</p>	<p>1, 2, 9, 10</p>	<p>Administration Teachers</p>	<p>Implementation: * Student list/sign-in sheets * Teacher lessons * Campus program descriptions</p> <p>Impact: * STAAR performance, increased student passing rates, Common Assessments</p>			
<p>Funding Sources: 199 - General Fund: SCE - \$10,435.00</p>						
<p style="text-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 3: For the 2016-17 school year, all populations of Lujan-Chavez students, will meet or exceed 60% of System Safeguards, to reach their full potential.

Evaluation Data Source(s) 3: All populations of Lujan-Chavez students, will meet or exceed 60% of System Safeguards to ensure that they reach their full potential.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure that all manipulatives and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students.	3, 4, 5, 10	Administration Instructional Coaches	Implementation: * Teacher created lesson plans * Classroom walkthrough observations * Instructional Rounds * Interactive Student Notebooks * Supplemental Aids Books Impact: * Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.			
Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$925.00						
2) Provide light, healthy snacks to include water, juice, cereal bars, cookies or crackers to ensure student alertness and concentration on state mandated STAAR testing dates.	9, 10	Administration	Implementation: * Purchase Orders Impact: * State assessment results			
Funding Sources: 211 - Title I, Part A - \$0.00						
3) Provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aides ,and Library Aide to assist with intervention support for students not meeting grade level standards.	1, 2, 3, 9, 10	Administration Instructional Coaches Teachers Instructional Aides	Implementatoin: * State Compensatory Ed Logs * Classroom Walk Through Observations * Teacher created lesson plans * Student intervention plans			
Funding Sources: 199 - General - \$0.00						

4) Implement the co-teaching classrooms with support facilitation as well.	1, 2, 9	Administration	<p>Implementation:</p> <ul style="list-style-type: none"> * Classroom Walk Through Observations * Teacher created lesson plans * Student intervention plans. <p>Impact:</p> <ul style="list-style-type: none"> * Student Improvement on all TRS unit assessments * District benchmark assessments, * iStation date * State assessments 	✓	✓	✓
Funding Sources: 199 - General - \$0.00						
5) Purchase awards and incentives to motivate students in all academics areas, attendance, and positive behavior. New bulletin boards will be purchased to display student work in order to motivate students. Bulletin boards will be created to create a wall of fame to recognize student achievement. Materials will be purchased from School Specialty and C&M A.wards	3, 9, 10	Administration	<p>Implementation:</p> <ul style="list-style-type: none"> * Purchase ordres <p>Impact:</p> <ul style="list-style-type: none"> * State assessmetn results * End of the year grades * Attendance 	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$0.00						

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, Lujan-Chavez shall increase the advanced level across the core content areas, to achieve an overall improvement in student state assessment scores of at least 4%

Evaluation Data Source(s) 4: Lujan-Chavez shall increase the level of instructional rigor across the core content areas, to achieve an overall improvement in student state assessment scores of at least 4%.




Summative Evaluation 4:

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, student state assessment scores in reading will improve by 4% as compared to the 2015-2016 state assessment scores.

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

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Purchase additional technology to keep up with the demands of state testing and our intervention programs for math and reading. This will also allow us to ensure that all equipment is current and maintained. Lujan-Chavez will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology such as the use of computers, dry erase boards to display computer image, Infocus projectors/interactive projectors, printers, as well as, ink and toner cartridges for the printers, 17" flat panel monitors, , projector bulbs, NOOKS, Lap Top computers and headphones. The use of United Streaming, BrainPop, Activotes, Accelerated Reader, and other library media resources such as magazines, periodicals and library books will be used to support learning.	1, 2, 3, 4, 5, 10	Administration and Instructional Coaches	<p>Implementation: Each computer lab will be updated with new computers. Each classroom will have at least 2 computers and will have all IWB technology working and utilized throughout the day.</p> <p>Impact: Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments as well as Computer Lab usage time will increase. Istation usage reports, Think Through Math data.</p>			
Funding Sources: 199 - General - \$7,696.00, 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$6,000.00						


<p>2) Provide one planning day each 9 weeks for teachers to come together to plan vertically and horizontally. Teachers will analyze data, review best practices, and create lessons for the following 9 week period.</p>	<p>1, 2, 3, 4, 5, 10</p>	<p>Administration and SCE-I Coaches</p>	<p>Implementation: Sign-in Sheets, 9 week lesson plan, vertical alignment initiatives.</p> <p>Impact: Improved student performance with all forms of assessments to include TRS unit assessments, teacher created informal tests, benchmark assessments, and other district mandated assessments.</p>			
<p>Funding Sources: 211 - Title I, Part A - \$0.00</p>						
<p>3) Purchase research based supplemental materials for Math, Science, Writing, and Reading for students from the following vendors: Scholastic Leveled Readers, Curriculum Associates, ETA Hand2Mind (formerly ETA Cuisenaire), Measuring Up, Mentoring Minds, ECS Learning Systems, Lonestar, Brainpop, Scholastic Inc. materials, Great Source, Empowering Writers, Being a Writer, Perma Bound, Magazine Subscriptions PTP, Touch Math, Nine Enterprises, Forde-Ferrier, Peoples Education, Kamico, as well as needed furniture/equipment to store supplies and materials.</p>	<p>2, 10</p>	<p>Administration and Instructional Coaches</p>	<p>Implementation: Classroom walk-through observations, student work, Science Lab usage, teacher created lesson plans, and Interactive Student Notebooks.</p> <p>Impact: Improved Math and Science student performance on TRS weekly assessments and teacher created assessments.</p>			
<p>Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00, 199 - General Fund : Special Education - \$1,600.00</p>						
<p style="text-align: center;"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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

Performance Objective 6: For the 2016-17 school year, student state assessment scores in Mathematics will improve by 2% as compared to the 2015-16 state assessment scores.

Evaluation Data Source(s) 6: Student state assessment scores in mathematics will improve by 2%.

Summative Evaluation 6:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Purchase materials in the area of Mathematics instruction that will support the classroom teacher and our instructional assistance with the teaching of the new Math TEKS.	1, 2, 9, 10	Administration, SCE-I Coaches	Implementation: Lesson Plans, Walk-through observations, RTI and progress monitoring documentation. Impact: Improved student performance on TRS assessments, state math assessments, Think Through Math and TCM documentation, and teacher created informal assessments.	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00		
2) Provide tutorial sessions in math afterschool/intersession/summer for students that are struggling.	1, 2, 9, 10	Teachers, SCEI coaches, administration	Implementation: Lesson plans, walkthroughs, observations, RTI and progress monitoring documentation. Impact: Improved student performance on TRS assessments, state math assessment, TCM documentation and teacher created informal assessments.	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: SCE - \$0.00		
						

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, student state assessment scores in Science will improve by 6% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 7: Student state assessment scores in Science will improve by 6%.

Summative Evaluation 7:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue with our Science Lab instruction which includes lessons from STEMScopes co-taught by classroom teacher and SCE-I Coach.	1, 2, 3, 5, 10	SCE-I Coaches, Teachers, Instructional Assistance	Implementation: Lesson Plans, Walk-through observations, RTI and progress monitoring documentation. Impact: Improved student performance on TRS assessments, STEM Scopes assessments, and teacher created informal assessments.	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: SCE - \$0.00		
2) Purchase materials and equipment to keep our Science Lab current in order to complete all labs.	1, 2, 3, 5, 10	Administration, SCE-I Coaches	Implementation: Lesson Plans, Walk-through observations Impact: Improved student performance on TRS assessments, STEM Scopes assessments, and teacher created informal assessments.	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$0.00		
3) Provide tutorial sessions in science afterschool/intersession/summer for students that are struggling.	1, 2, 9, 10	Teachers, SCEI coaches, administration	Implementation: Lesson plans, walkthroughs, observations, RTI and progress monitoring documentation. Impact: Improved student performance on TRS assessments, state reading assessments, Istation documentation, and teacher created informal assessments.	✓	✓	✓
				Funding Sources: 199 - General Fund: SCE - \$0.00, 211 - Title I, Part A - \$0.00		
						

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: By Spring 2017, the percentage of interventions documented by teachers at Lujan-Chavez for appropriate academic support will increase by 15% over the 2015-2016 school year.

Evaluation Data Source(s) 8: The percentage of documented interventions by teachers will increase by 15%.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ongoing professional development for teachers to support classroom interventions in the areas of Math and Reading.	1, 2, 3, 4, 5, 9, 10	Administration SCE-I Coaches Teachers	Implementation: * Walk-throughs * Intervention Logs * Sign-In sheets Impact: * The number of Tier 1 students will increase.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
2) Documentation of student interventions on the RTI intervention forms will be done by teachers. They will also note progress monitoring results.	2, 9	Classroom Teachers Administration School Counselors	Implementation: * Intervention Logs Impact: * The number of Tier 1 students will increase.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
						

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

Performance Objective 9: For the 2016-2017 school year, students state assessment scores in Writing will improve by 3% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 9: Student state assessment scores in writing will improve by 3%.









Summative Evaluation 9:

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, 80% or our teachers that demonstrate proficient level in instructional effectiveness (as measured by T-TESS, walk-throughs, etc.)

Evaluation Data Source(s) 1: 100% of the teachers will be trained on the T-TESS evaluation tool and 80% will perform at proficient level of effectiveness.

Summative Evaluation 1:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue walkthroughs (10 per week) with specific feedback through Eduphoria walkthrough forms and follow up discussions	1, 3	Administration	Implementation: Follow-up walkthroughs will show continued use of/implementation of previous best practice suggestions Impact: Student participation and engagement will increase.			
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 2: For the 2016-2017 school year, Lujan-Chavez will maintain 100% Highly Qualified teachers in all core academic subjects.

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

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Lujan-Chavez Teacher Academy will launch for teachers new to the profession, new to the campus or teachers interested in sharpening their craft. The academy will focus on professional readings (inspirational and academic), current issues in education, how to tap into talents and become teacher leaders and what resources are available to assist in doing so.	1, 3, 4, 5, 10	Administration, SCEI Coaches, Teachers	Implementation: Agendas Sign-in sheets Surveys Impact: Academy teachers will be self-sufficient when analyzing data during planning; will complete district-required documentation in a timely manner; will seek out support from resources presented when needed; walkthrough data will show implementation of strategies learned at academy			
				Funding Sources: 211 - Title I, Part A - \$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 3: During the 2016-2017 school year, the number of professional development opportunities offered to Lujan-Chavez employees will increase by 5% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 3: Lujan-Chavez employees were offered a 5% increase of professional development from prior school year.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Our on-site professional development, Star Academies, will continue to offer topics for staff development including data retrieval and analysis, intervention strategies and documentation, technology use in the classroom, differentiated instruction, and guest speakers from the DSC. Light snacks will be provided for these meetings.	1, 3, 4, 10	Administration, SCEI coaches, counselors	Implementation: Sign in sheets Surveys Impact: Walkthrough data Attendance in subsequent sessions	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$0.00		
2) Teachers will attend Fundamental Five training offered by the campus. A consultant from the company will provide the staff development session.	3, 4, 10	Administration	Implementation: Sign in sheets Impact: Walkthrough data	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$0.00		
						

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, Lujan-Chavez will provide funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to decrease the number of schools that did not meet system safeguard indicators by 5, as compared to the 2015-2016 school year.

Evaluation Data Source(s) 4: Lujan-Chavez 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.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar


<p>1) Continue implementation of the research-based and data-driven staff development model through the use of:</p> <p>Daily 5-Balanced Literacy Guided Math & Reading, Kagan Cooperative Learning Strategies Differentiation of Instruction with Rigor Depth of Knowledge levels of implementation Literature Circles Scholastic Inc. materilas Intervention Support Istation/Lexia Think Through Math Thinking Maps Book of the Month ELPS and SIOP strategies PBIS and Olweus Bullying Prevention Data Analysis 9-week power planning STAR Academy PD sessions Teacher Tuesday Sessions Inclusion practices STEMScopes Mentoring Minds materials Empowering Writers RTI process Dyslexia support SELP/SSLP Vocabulary Development (Academic Vocabulary) Common assessments Fundamental Five Touch Math Being a Writer Nine Enterprises</p>	<p>1, 2, 4, 5, 10</p>	<p>Administration, SCE-I Coaches, Teachers</p>	<p>Implementation: Purchase Orders, Sign-In Sheets, Agendas, Walk-throughs, Student work</p> <p>Impact: Improved student performance on TRS weekly assessments and teacher created assessments.</p>			
<p>Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00</p>						
<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 5: During the 2016-2017 school year, the number of teachers trained in SIOP strategies, will increase by 5% campus wide.

Evaluation Data Source(s) 5: During the 2016-2017 school year, the number of teachers at Lujan-Chavez trained in SIOP strategies will increase by at least 5%.

Summative Evaluation 5:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All teachers will continue to be updated about the latest opportunities for certification in the area of ESL, Bilingual Education as well as Special Education.	5	Administration	Implementation: Emails to staff informing them of these opportunities.	✓	✓	✓
			Impact: Registration for these courses.			
Funding Sources: 199 - General - \$0.00						
						

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, Lujan-Chavez will increase the number of collaborative educational involvement activities and events for parents and community members by 3% as compared to the to the prior school year, to promote teamwork and unity in the education of students.

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

Summative Evaluation 1:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide a parent liaison who will facilitate bi-weekly classes on a variety of topics requested by the community with the goal of improving student achievement and family unity. Family health and proper nutrition will be discussed through the Family Frameworks curriculum. Guest speakers from our community will be invited to share important information regarding selected topics. (Light refreshments will be served.) She will also be the contact person for our uniform donation center and will work with the district community to support the Father/Son Conference and the Mother/Daughter Conference.	1, 2, 6, 10	Administration, Counselors, Social Worker, and Parent Liaison	Implementation: Agendas, weekly logs, parent newsletters, sign-in sheets Impact: Surveys will indicate satisfaction with the classes.	✓	✓	✓
	Funding Sources: 211 - Title I, Part A - \$0.00					
2) Provide opportunities for our parents to attend training that will promote their roles in our schools. The Parent Liaison will need to be up-to-date with the latest in technology and equipment in order to accomplish this goal. Parent liaison will collaborate with classroom teacher who will provide Latino Literacy classes to parents.	6	Administration, Counselors, Social Worker, Latino Literacy Teacher, and Parent Liaison	Implementation: Agendas, weekly logs, parent newsletters, sign-in sheets Impact: Surveys will indicate satisfaction with the classes.	✓	✓	✓
	Funding Sources: 199 - General - \$0.00					
3) Provide opportunities for our parents and community to be engaged in school-wide activities such as our SIT committee, Partners in Education, Gift of Reading Night, Fall Into Technology Night, Science Night, Open House, Fall Festival, etc...	1, 2, 6	Administration, Counselors, Social Worker, and Parent Liaison	Implementation: Agendas, Sign-In Sheets Impact: Increase in parental involvement school-wide.	✓	✓	✓
	Funding Sources: 199 - General - \$0.00					
						

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, Lujan-Chavez will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 4%.

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

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Include PIE businesses in the recipients of monthly newsletters and calendar of upcoming events	1, 6	Administration, PIE committee	Implementation: Mail out log Impact: Business partner participation will increase at various events including Career Day, Fall Festival, Perfect Attendance and Terrific Kid ceremonies			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: By the end of the 2016-2017 school year, Lujan-Chavez will increase, by 3% over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

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

Summative Evaluation 3:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Maintain communication with current business who participate in PIE and reach out to other businesses to participate in activities such as Career Day, Fall Festival, etc., and request support in the form of coupons and incentives for students and teachers.	1, 10	Administration, PIE committee, Parent Liaison	Implementation: Incentive goods provided Business participation at various events Impact: Increased student and teacher participation and effort to receive incentives provided.	✔	✔	✔
Funding Sources: 199 - General - \$0.00						
						

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, Lujan-Chavez will increase the number of customer service training sessions for teachers and staff by 2% to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Customer service training for teachers and staff to increased by 2% from the 2015-16 to 2016-17 school year.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Team building and customer service skill activities will be implemented during the early release days for all cross guards, parent volunteers, monitors and office staff. Light refreshments will be served during these sessions.	1, 6	Administration	Implementation: Sign in sheets Agendas Impact: Reduced number of complaints from community members. Increased inquiries into joining Lujan-Chavez team.			
				Funding Sources: 211 - Title I, Part A - \$0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: For the 2016-2017 school year, 100 % of all subgroups at Lujan-Chavez will increase accountability standards and measured by reports such as the Performance-Based Analysis System.

Evaluation Data Source(s) 1: 100% of all students in all subgroups at Lujan-Chavez will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure that funds are available to provide tutorials in Math, Reading, Writing, and Science throughout the school day, during intersession, and on Saturdays. Transportation will be provided to qualified students.	1, 2, 9, 10	Administration, Instructional Coaches, Teachers, Instructional Aides	Implementation: Teacher created intervention lesson plans, student attendance rosters, permission slips. Impact: Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: SCE - \$0.00		
						

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

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

Evaluation Data Source(s) 2: 100% of Lujan-Chavez teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All teachers will provide intervention and acceleration support during the school day and students will be offered additional support before school, during Super School, after school, intersession camps, and summer school.	1, 2, 9, 10	Administration, SCE-I Coaches, Teachers, Instructional Assistants	<p>Implementation: Walk-through observations, sign-in sheets, permission slips, student work, lesson plans</p> <p>Impact: Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.</p>	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: SCE - \$0.00						
						

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

Performance Objective 3: For the 2016-2017 school year, Lujan-Chavez administrators will increase, by 3%, 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: A 3% increase in the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Our monthly STAR Academies will be provided in order to offer targeted Professional Development to meet the needs of our campus. All teachers are invited; however, any teacher in need of extra assistance will be asked to attend these professional development opportunities.	1, 3, 4, 5, 10	Administration, SCE-I Coaches, District Support Teams	<p>Implementation: Agendas, Sign-in sheets, STAR Academy Calendar, Walk-through observations</p> <p>Impact: Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.</p>	✔	✔	✔
Funding Sources: 211 - Title I, Part A - \$0.00						
						

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

Performance Objective 4: During the 2016-2017 school year, Lujan-Chavez administrators will schedule at least 2 data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 4: Two data feedback sessions were scheduled with Curriculum and Instruction personnel to acquire support and resources.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) We will meet with teachers during our Teacher Tuesday sessions and during our Teacher Data Talks to review our data from a variety of resources and create plans for our next steps. All data will be posted in our data rooms to guide our discussion.	1, 2, 8	Administration, SCE-I Coaches	<p>Implementation: Students will continue to make gains based on the goals they have set with their teachers in all areas of the curriculum and will note their progress on their goal sheets.</p> <p>Impact: Students and teachers will evaluate progress based on middle of the year data from istation, lexia, Think Through Math, TCM assessment, TRS assessments, Benchmark data, etc...</p>	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
2) We will continue to utilize support from the District Service Center to observe our practices and offer us feedback for growth based on these observations. This feedback will be added to our professional development plans.	1, 2, 3, 8	Administration, SCE-I Coaches, District C & I, Teachers	<p>Implementation: Walk-through observations, Agendas, Sign-In sheets</p> <p>Impact: Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.</p>	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
						

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

Performance Objective 5: During the 2016-2017 school year, Lujan-Chavez personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 25% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 5: Increased parent attendance at school meetings and events by 25% as compared to 2015-2016 school year.

Summative Evaluation 5:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) We will continue to provide opportunities for parents to become actively engaged in their child's education by working with as a team to ensure their child's academic and behavioral success. (Student-Led conferences, Math and Science Night, Gift of Reading Night, WATCH D.O.G.S., etc...)	1, 2, 6, 10	Administration, Counselors, Parent Liaison, Teachers	Implementation: Parent Participation Sign-In Sheets, Agendas Impact: We will experience an increase in the number of parents that attend these events.	✓	✓	✓
				Funding Sources: 211 - Title I, Part A - \$0.00		
						

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

Performance Objective 6: For the 2016-2017 school year, the attendance rate for all students at Lujan-Chavez will increase by 1% over the attendance rate of the previous year.

Evaluation Data Source(s) 6: Attendance rate for all students will increase by 1%.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) School-wide attendance campaign. Our school-wide daily attendance goal is 98.2%. Classes are acknowledged on the morning announcements and if they reach their goal they earn a letter to spell We SHINE towards a free dress day. This is posted on our bulletin board for all to see.	1, 2	Administration Teachers	Implementation: * Announcements and Bulletin Board Impact: * Increase in student attendance.	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
2) Keep a running graph of classes that reach 100% attendance. This graph will be displayed on a bulletin board and classes will be honored when they reach this goal.	1, 2	Teachers Administration School Counselors Parent Liaison	Implementation: * Bulletin Board with Graph Impact: * Increase in the number of days classes have 100% attendance	✓	✓	✓
				Funding Sources: 199 - General - \$0.00		
						

State Compensatory

Personnel for Lujan-Chavez Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Mejia	WIN TIA	SCE	1
Amanda Rueda	Coach	SCE	1
Daniel Lopez	Aide	SCE	.5
Elizabeth Mendoza	3rd WIN Teacher	SCE	1
Flora Burciaga	5th WIN Teacher	SCE	1
Irma Gutierrez	Aide	SCE	1
Liza Martinez	2nd WIN Teacher	SCE	1
Lorena Hernandez	CSR	SCE	1
Miriam Corral	Coach	SCE	2
Naira Isais	Parent Liaison	SCE	1
Priscilla Reyes	4th WIN Teacher	SCE	1

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Lilia Campoya	Principal
Administrator	Maria Dickerson	Assistant Principal
Business Representative	Tomas Casillas	Business Rep
Classroom Teacher	Cristina Acosta	3rd Grade Teacher
Classroom Teacher	Maria Apocada	4th Grade Teacher
Classroom Teacher	Esther Arellano	Kinder Teacher
Classroom Teacher	Samantha Cooper	1st Grade Teacher
Classroom Teacher	Fred Doreck	SPED Teacher
Classroom Teacher	Floyd Odell	5th Grade Teacher
Classroom Teacher	Valerie Ramirez	2nd Grade Teacher
Community Representative	Isabel Chavez	Community
Other	Cory Craft	DSC Personnel
Parent	Teresa Bryer	Parent

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	6			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	3			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	5	1			\$7,696.00
2	8	1			\$0.00
2	8	2			\$0.00
3	1	1			\$0.00
3	5	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00

4	2	1			\$0.00
4	3	1			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
5	6	1			\$0.00
5	6	2			\$0.00
Sub-Total					\$7,696.00

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$217,500.00
2	2	4			\$10,435.00
2	6	2			\$0.00
2	7	1			\$0.00
2	7	3			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$227,935.00

199 - General Fund : Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	3			\$1,600.00
Sub-Total					\$1,600.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	5			\$0.00

2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
4	1	1			\$0.00
4	4	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
5	3	1			\$0.00
5	5	1			\$0.00
Sub-Total					\$0.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$925.00
2	5	1			\$6,000.00
2	5	3			\$0.00
2	6	1			\$0.00
3	4	1			\$0.00
Sub-Total					\$6,925.00
Grand Total					\$244,156.00