

Socorro Independent School District
Purple Heart Elementary
2016-2017 Campus Improvement Plan



Board Approval Date: July 26, 2016
Public Presentation Date: July 26, 2016

Mission Statement

We believe that college begins in Kindergarten!

We commit to educate and prepare all students by developing critical thinking and establishing college readiness for the 21st century. We will promote partnerships, instill integrity, respect diversity, and inspire children to become heartfelt heroes leading future generations.

Vision

Tomorrow's Leaders Learning Today

The staff at Purple Heart is committed to meeting our goals and providing our students with the highest quality of education. It is our vision to reach exemplary standards in all that we do while providing our students with a safe and motivating learning experience that will prepare them for the 21st century. 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.

Our theme this year is PHE GRIT and our theme song is “Keep Your Head UP”. We are committed to providing a learning environment that is collaborative in nature and one where every stake holder leaves at the end of each day saying they had the best day of their life!

Jennifer Parker, Principal

Dr. Jose Espinoza, Superintendent of Schools

Gary Gandara, Board President

Paul Guerra, Vice President

Cynthia Ann Najera, Board Secretary

Hector F. Gonzalez, Trustee

Michael Anthony Najera, Trustee

Anthony "Tony" Ayub, Trustee

Angelica Rodriguez, Trustee

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	6
Student Achievement	8
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	13
Curriculum, Instruction, and Assessment	16
Family and Community Involvement	17
School Context and Organization	20
Technology	21
Comprehensive Needs Assessment Data Documentation	22
Goals	23
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.	23
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	26
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.	46
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.	53
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.	58
State System Safeguard Strategies	64
Federal System Safeguard Strategies	65
State Compensatory	66
Personnel for Purple Heart Elementary:	66
Title I	67
Campus Improvement Team	70
Campus Funding Summary	71

Comprehensive Needs Assessment

Needs Assessment Overview

Our Mission:

We believe that college begins in Kindergarten!

We commit to educate and prepare all students by developing critical thinking and establishing college readiness for the 21st century. We will promote partnerships, instill integrity, respect diversity, and inspire children to become heartfelt heroes leading future generations.

The staff at Purple Heart 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 that will prepare them for the 21st century. 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. Our theme this year is PHE GRIT and our theme song is “Keep Your Head UP”. We are committed to providing a learning environment that is collaborative in nature and one where every stake holder leaves at the end of each day saying they had the best day of their life!

Demographics

Demographics Summary

The student population is 2% African-American, 5% Anglo, 1.07 % Asian, 79.5%% Hispanic, 5% White 54% male and 46% female with an at-risk population of 53%. Our military population is currently 18%, an increase of 3% from last school year. This is a growing community right in the back yard of our military base, Ft. Bliss, and this population is expected to continue to increase. In 2016-2017, Purple Heart will serve approximately 229 English Language Learner students, 16 students in the Gifted and Talented program, an increase of 50% and 70 students will be served through special education (11%).

Our School-wide Title I program consists of the use of a Parent Liaison and a Community in Schools Coordinator who will promote parental engagement throughout the school year. We also have a Title 1 instructional assistant and Bilingual Temporary Instructional Assistants who will work with identified groups of students in need of intervention or acceleration throughout the day. Our Lunch and Learn Lab during lunch hours will offer acceleration in Math and Reading through the use of Think Through Math, Istation and other academic acceleration programs. Students will be provided instructional acceleration after school and during the intersession breaks. Our State Compensatory Program (SCE), consists of one academic coach who trains and supports teachers with best classroom practices for assisting at-risk students. Our coach provides staff development, models best teaching practices, and works with small groups of at-risk students.

The site-based decision-making team came together to revisit our mission statement and to identify resources that are needed for every grade level. We discussed our strengths and weaknesses based on data from Hurshel Antwine and Chester E. Jordan elementary schools as well as our progress from our first year: 2015-2016

Demographics Strengths

One area of strength is that we have a very diverse community which promotes an accepting culture as well as a culture of learning. We strive to support this learning through our Book of the Month, community outreach opportunities, as well as identified historical moments that allow us to expand on. We are a designated Purple Heart school by the Military Order of the Purple Heart. This honor has afforded us several opportunities to participate in a variety of activities which bring about awareness for the women and men who have served our country and for those that continue to do so.

Demographics Needs

One area of concern is our mobility rate. We have many military families that are in El Paso for a short while so we have students who leave and new ones enroll each month. It is important for us to stay in close communication with these families and have an academic plan of action should intervention be necessary. For some, they may need additional support socially so our counselor, Parent Liaison, and our Communities in School Coordinator play important roles in the lives of these students.

Student Achievement

Student Achievement Summary

The students who came to Purple Heart Elementary School are mostly students that have attended Socorro ISD schools (Hurshel Antwine and Chester Jordan). These students have been exposed to the best practices that are expected at every campus. We gathered the data from the students before they arrived at PHE and collected and monitored additional data throughout our first year together.

Last summer (2015) our teams came together to learn about Project Based Learning and to do pre-planning for the school year. This data guided our planning right from the start and allowed us to create a strong plan of action for our instructional focus. This summer (2016) our PBL learning continues and we will include this in our Professional Development Plan of Action in order to improve on this practice.

This school year we will implement our Vertical Teams in an effort to increase alignment. While we are at the beginning stages, each team will implement a school-wide initiative. We will start with the “One-Minute Math Club”. This promotes the importance of learning math facts at each grade level. Once students have met their goal in a minute’s time, they are added to the “One-Minute Math Club”. They will be recognized school wide and will receive recognition at the award’s assembly at the end of the year. We will also implement “Write Stuff Wednesdays” where our students and teachers will write freely or follow a prompt. This is to encourage the love and appreciation for writing. We will continue to analyze our data and implement strategies as the needs arise. These initiatives will continue in an effort to increase our students’ knowledge and understanding of math and writing.

This year we will continue the year with the focus on goal setting. Each student will have a goal sheet. They will keep track of their goals and share their progress with parents at student-led conferences throughout the year.

We will continue the implementation of best practices for 2016-2017 school year.

Student Achievement Strengths

Preliminary 5th grade math data indicates a 47% increase in achievement. Our 5th grade students entered 5th grade at PHE with a 34% in 4th STAAR Math. They ended the year to include the second administration results with an 80% passing

rate. While we are below the district average in all academic areas, we have met the Met Standard based on TEA guidelines and have shown progress from our benchmark exams to final STAAR assessment results in all areas.

We met throughout the year in PLC's to improve best practices in all areas with an emphasis on Math instruction in an effort to streamline our problem solving process

Student Achievement Needs

After carefully studying the data and completing year one, we have identified the following areas as areas that will need deliberate planning and intervention:

1.Special Education Population: While our population is small at this time, our Special Education population is at 11%. It is imperative that we know the needs of each of our students and provide them with the support they will need. We have a Behavior Intervention Classroom as well as a Practical Academics Class at Purple Heart. We were allotted 5 Special Education co- teachers with 1 Support Facilitation Aide which will allow us to meet the needs of each of our kids. It is our goal to provide a quality inclusion program. We will study best practices for accommodating students with learning disabilities so that they can perform at their optimal levels.

2.Math: Based our data we have collected, we know that this will continue to be a targeted area of instruction. We will need to monitor our data on a regular basis to ensure that progress and short-term goals are met. All teachers have been provided a manipulative kit from ETA as well as Lone Star Math and Target the Question. This is in addition to the Envision Math. Guided math and math stations will be instituted and all grade levels will have at least 90 minutes of math every day.

3.Reading: In an effort to continue to support reading instruction, we will have Book of the Month, Reading competitions sponsored by our Librarian, and our Balanced Literacy block which will encompass guided reading and literature circles. We will encourage a love for reading by inviting children's authors in to meet our Heroes. Our librarian will continue her book club with our second language learners in 5th grade.

4.Technology: Our school opened with a strong foundation in technology. We will continue to provide support for teachers in this area as well as allow students to bring in their own devices to support their learning during PBL. We will have 3 computer labs, 2 COWS, ipads, interactive projectors, nooks, etc...We will continue to add technology options so that students can have 1:1 access.

5.Science: Science will be an area of focus school-wide as we have two labs. Materials have been purchased to support labs for all students. Stemsopes and Edusmart have been purchased in order to support instruction in the area of Science. Lab schedules will be instituted in ensure that all students are participating in lab time.

6.Attendance: Our school attendance goal is 98.2%. This school year we ended the year with 96.43%. Attendance is one major area that we need to improve upon. We will continue to acknowledge classes and grade levels with incentives such as free dress, popcorn parties, etc... We will honor students at every 9 week assembly for having perfect attendance. Students with perfect attendance at the end of the year will receive a trophy and those with 3 or fewer will receive a faithful attendance medal. Each grade level will also create an attendance plan. We will continue to send out the daily report by grade level to teachers and acknowledge attendance on announcements daily. In addition to this, we have purchased equipment for DrumFit. Our P.E. teachers will teach the choreography to the students for the first few weeks of school and then we will offer DrumFit Fridays to those students who have had perfect attendance for the week. Trophies and medals will be awarded at the end of the year for Perfect Attendance and Faithful Attendance.

School Culture and Climate

School Culture and Climate Summary

At Purple Heart Elementary, we will 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 building is designed so that all visitors must enter through the office and sign in using our Hall Pass system- a data base which requires identification and runs all visitors through a sex-offender data base. In addition to this we will have monthly safety drills which will provide everyone in our school community an opportunity to practice safety protocol should a need arise. Our assistant principal leads our safety team and will send out a monthly newsletter titled, Safety Matters. This newsletter will highlight best practices throughout our school and offers safety tips.

We will also continue to offer the WATCH D.O.G.S. (Dads of Great Students) program. This program not only supports our safety plan but enhances our student academic performance as well.

Purple Heart opened its doors as a Positive Behavior Interventions and Support School (PBIS). PBIS promotes school-wide expectations with an emphasis on consistent classroom management. Teachers will continue to emphasize our HERO Expectations in their daily discussions and their Monday Morning Class meetings which integrate our Positive Behavior approach with the Olweus Bullying Program. We will monitor our referrals while promoting our expectations through the use and practice of our HERO expectations. We will continue to start each day with “Heroes, what do you have?” Students reply, “We have heart! We are Safe, Honest, Kind, and Smart. Hooah!” 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. We will purchase the School Wide Inventory System (SWIS) monitoring system in order to effectively study our discipline data and the effects of our program. Our Positive Behavior Intervention and Supports Team presented our “Heroes Have Heart” campaign to the Region 19 area schools at the PBIS conference this Spring. We have one school counselor and one licensed Master Social Worker to support and provide resources for our school community.

School Culture and Climate Strengths

PBIS has been very instrumental in creating a culture of clear expectations. We all speak the same language when it comes to redirecting students and we believe that that has contributed to the success of our campus culture our first year. We honor students for doing the right thing and deliberately place an emphasis on teaching these expectations. Students are acknowledged with "hearts of gold" tickets and are able to exchange them for items in our PBIS store or for other rewards such as bubble time with our Assistant Principal or lunch with the Principal.

School Culture and Climate Needs

One area of need is to purchase the SWIS system in order to truly monitor our referrals. This year we had approximately 70 referrals, some of these were for the same students. Many of these students were placed on individual behavior plans and a check-in, check-out system with an administrator. These plans were very successful.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In 2012-2013, all teachers in the district received training in Kagan Cooperative Learning and we have seen an increase in student engagement in all classrooms. All teachers from PHE have been trained at this point and now only new teachers will need to attend. These best practices are a part of our commitments and they are expected in daily lessons and observed during walk-throughs.

Balanced Literacy will continue to be an area of focus as well as Guided Math. All teachers have experience with these lesson cycles and our schedules indicate an extended time for this. We will offer support in our Hero Academy classes (Differentiated Professional Development opportunities) monthly and during our PLC's.

All staff have received training from Sean Cain, author of the Fundamental Five. Implementing the elements from the Fundamental Five will ensure consistency with our instruction as a campus and as a district. This will be revisited during our Professional Development week and is included in our instructional framework. New staff members will need to receive this training.

Kindergarten teachers will be trained with Johnny Can Spell this school year. This will ensure that our approach to providing phonics instruction is aligned and consistent. After their training, all teachers K-2 will be trained in this approach.

We will continue to provide support in the area of writing for all teachers as writing will be expected throughout all content areas. Our PBL will integrate writing across the content areas. After analyzing our data, if teachers need additional training with Empowering Writers, this will be given to them.

Teachers will meet to Power Plan for each nine week period. They will utilize TEKS Resource 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. District scope and sequence documents will be introduced this school year and teachers will be implementing 3 and 6 weeks common assessments.

This school year we will conduct a survey of teachers to determine their professional development needs and wants. The outcome of this will be our HERO Academy classes which will take place on Thursdays after school with a topic of their choice/area of need.

We will begin our 2016-2017 school year with approximately 650 students. The consistency with our staffing and best practices will allow us to build capacity and strengthen our instructional core.

Staff Quality, Recruitment, and Retention Strengths

We are very fortunate to have a very talented group of teachers who have several years of experience. The majority have had hands-on practice with Guided Reading and Guided Math. The majority of the teachers have received their training in SISD so this allows for consistency within our academic framework. As new teachers arrive, we will provide them with mentors to support them as they develop best practices.

This school year we had many student teachers from our local university. This tightened our relationship with the University of Texas at El Paso and it is our hope to be a partnership school this school year where classes will be held at PHE and where we will be able to support the student teaching program.

Staff Quality, Recruitment, and Retention Needs

One main area is to ensure that we provide ongoing professional development with Project Based Learning. We will learn this together and take it one step at a time. Currently our goal is to complete one project per nine weeks; however, we found that we were not able to complete the projects within that time frame as we learned the process. We will decrease that goal to one a semester and will provide additional training this summer. Our SCE-I coach and WIN teachers attended training from the BUCK Institute this summer.

Our next steps are to continue to stay current on instructional technologies and to continue with grade level and vertical team planning. 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 display our data on data walls to promote conversations and planning.

This school year, we will provide continued support and staff development with TEKS Resources to support teachers as they plan for each nine week period. Each administrator will participate in grade level planning. We have purchased books for a guided reading book room and each teacher has received a leveled library for their classrooms. 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 will continue to enlist support from our district instructional technologists to help us improve in our blended learning practices.

We will strive to have a solid Inclusion program. Our schedule was developed this summer and the master schedule was developed around this. 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. 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. Training in the new Math TEKS is going to be critical and necessary if we are to move forward and make gains in Math.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Accountability for all is critical to the success of any campus. At Purple Heart we believe that all students can learn and we are committed to put supports in place to ensure that this happens. We will continue to have our weekly PLC's which will allow us to analyze our data and make informed decisions. We will also follow a uniformed RTI process with an emphasis on targeted interventions. Teacher talks will take place twice a year where we discuss each student and identify instructional plans for teachers and students alike. Our vertical alignment teams will meet and we will analyze our data to ensure that gaps are being filled. Our data will be posted on our data walls so students and teachers alike can monitor our strengths and weaknesses. Students will monitor their progress with their goal sheets.

We have increased our participation in the WIN Academy from one classroom to four-2nd-5th. It is our goal to close the gaps and to provide these identified students what they need to be successful and prepared for the path for graduation.

We will have Instructional focus walkthroughs. The new T-TESS will allow us opportunities to meet with teachers consistently to coach them in an effort to improve best practices.

There will be a need to train teams of people for Robocom, UIL, Destination Imagination, etc...

Curriculum, Instruction, and Assessment Strengths

As you walk the halls of Purple Heart, you will see consistency with our academic framework, our student expectations, and best practices. This consistency will yield academic gains as we are already beginning to witness. Preliminary data shows increases in student progress in all areas with benchmark testing, STAAR 5th grade results, Istation, TCM, etc...

Curriculum, Instruction, and Assessment Needs

We will continue to offer our intervention and acceleration support during and after school including our Lunch and Learn Lab, Saturday Camps, after school tutorials, and intersession camps. Our Hero Universities which build on our HB 5 endorsements and clubs will also continue on Mondays in order to provide students an accelerated approach to learning.

Family and Community Involvement

Family and Community Involvement Summary

Our Parent Liaison has been extremely instrumental in building our community involvement. As a new campus, this was one of her main goals. She worked 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” was 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, Blackboard Connect, our website, and our student handbook. We will routinely invite members of the community to join us in school functions. We are building a great support base with our Partner’s In Education and strive to increase this support each year. Our Parent Liaison provides a monthly letter, Purple Heart Parent Portal, which shares important information for parents. Our family involvement continues to increase due to the many events and efforts of our Parent Liaison.

In addition to our Parent Liaison, we also have a Communities in School Coordinator. He has assisted with students who have chronic attendance concerns, academic concerns, and has worked hand-in-hand with both our Parent Liaison and Counselor to meet our school goals.

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

Family and Community Involvement Strengths

As a new campus, it can take some time to develop relationships with the school and business community; however, we have had great participation and support from our families and our local businesses. We held a Health Fair this school year that brought both entities together and several nights at our nearby Burger King and Peter Piper Pizza. We are looking forward to increasing these opportunities to build upon these relationships.

Family and Community Involvement Needs

Since we are a brand new campus it is important to build positive relationships right from the start. We want parents to know they are welcome at Purple Heart and we value their involvement. Clear and consistent communication is a must in order for this to happen.

School-wide expectations have been shared with parents through a newly developed student handbook written in both English and Spanish. This handbook will be 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. With the incorporation of endorsements into our curriculum it will be exciting to invite our parents and community members to be involved in our daily instruction.

Our parent liaison and CIS coordinator will work closely with our counselor to provide more opportunities for our parents to come together to learn. We may 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 18% of our population that has parents that serve our country.

School Context and Organization

School Context and Organization Summary

Purple Heart Elementary School is the 48th campus in the Socorro Independent School District. Starting July 2015, students who live north of Montana Avenue were moved to Purple Heart Elementary School. This state-of-the-art facility was built to alleviate enrollment at Chester E. Jordan and Hurshel Antwine Elementary schools. Purple Heart is a collaborative campus that promotes project-based learning centered around the five endorsements required under House Bill 5 to our 650 student HEROES in Kindergarten-5th grade. This open-concept campus, built to promote collaboration and project-based learning, is the first of its kind in El Paso. It was built to meet Leadership in Energy and Environmental Design (LEED) certification and covers 128,000 sq. feet with a capacity of 800 students.

School Context and Organization Strengths

During the 2015-2016 school year, we were selected to be a WIN campus. Because we were a new school, only one WIN class was implemented. Students showed great gains and a determination to learn. They were motivated and they all said that for the first time in their young school careers, they loved coming to school.

School Context and Organization Needs

This school year we will add three additional WIN classes. Students and teachers have been selected. We will bring this team of teachers together for training on the THRIVE curriculum, blended learning, Project-Based Learning, and the Genius Hour. It will be important that these classrooms receive additional support from the WIN TIA as well as our At-Risk aide, and co-teachers.

Technology

Technology Summary

Our school opened with a strong foundation in the area of technology. We will continue to provide support for teachers in this area as well as allow students to bring in their own devices to support their learning during PBL. We have 3 computer labs, 2 COWS, ipads, interactive projectors, nooks, etc...We will continue to add technology options so that students can have 1:1 access.

Professional Development in this area will be ongoing and we will enlist the support of district instructional technologists to support us in our learner.

Technology Strengths

Our team is committed to implementing blending learning techniques into the classroom. We have seen an increase in the use of devices as well as implementation of Professional Development topics such as Kahoot, PBL, webpage design, Twitter, etc...

During our Hero Universities, we had a Computer Science Team who worked on coding, a Yearbook committee who designed our Yearbook, a Robotics team, Green Team, etc... These teams all incorporated elements of technology used in our workforce. We will continue these efforts inside and outside of our classrooms.

Technology Needs

Blended Learning will be a topic of focus for the years to come as we strive to integrate technology in a very authentic way. It will be important for us to balance professional development needs with the purchasing and upkeep of all devices. Genius Hour is one other method of blended learning we would like to incorporate into our WIN classroom schedules.

Comprehensive Needs Assessment Data Documentation

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

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, Purple Heart will implement a plan of action to ensure that campus 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 was given and the results were 70% or more who strongly agree

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) We will promote/implement our WATCH D.O.G.S. (Dads of Great Students) Program aka Heroes of the Hallway.	1, 2, 6	Administration, Teachers, Counselor	Daily Watch D.O.G.S. on campus. Increase in participation and a decrease in safety incidents. Students of these volunteers will show an increase in their academic performance as well.			
				Funding Sources: 199 - General - \$0.00		
2) We will 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.	1, 2	Administration, Front Desk Clerk	All visitors will sign in and receive a badge. We will have notifications if someone occurs on the sex offenders list. Middle of the year reports will indicate that no one without an approved ID was allowed in our building. End of the year reports will indicate that no one without an approved ID was allowed in our building.			
				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, Purple Heart Elementary will have fulfilled 100% of all the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: 100% scheduled drills were 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) We will meet monthly as a safety committee/SIT Committee to review our safety plan and to discuss the outcome of all drills.	1, 2	Administration, Safety Committee, Teachers, all staff members	Our school community will know the difference between all drills and will be able to follow the protocol for each one. Completion of drills/Accuracy of the drills Pass all intruder drills			
				Funding Sources: 199 - General - \$0.00		
2) We will discuss our safety plan an drill outcomes at each SIT meeting in order to obtain additional feedback for refinement.	1, 2	Administration, Teachers, all staff members, Safety Committee	Drills will continue to be successful with an increase in accuracy each time.			
				Funding Sources: 199 - General - \$0.00		
3) Purchase radios for safety team to use during all drills and emergency situations.	1	Administration	Purchase orders Drills will continue to be successful with an increase of accuracy each time.			
				Funding Sources: 199 - General - \$0.00		
4) Safety Audits will be conducted by Safety Team to ensure that all areas meet the standards as set by Fire Code and District Safety Audits.	1, 2	Administration, Custodians, Safety Committee/SIT Committee	Safety Audits Completion of drills/Accuracy of the drills Pass all safety audits.			
				Funding Sources: 199 - General - \$0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

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

Evaluation Data Source(s) 3: The number of reported bullying-related incidents at Purple Heart Elementary decreased by 3%.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) We will have a Positive Behavior and Intervention Support Team that coordinates our HERO expectations for behavior for our campus. This is a positive approach to school-wide behavior and it includes the Olweus anti-bullying program. We will document all referrals on our SWIS accounting system in order to collect accurate data to make informed decisions.	1, 2	Administration, Teachers, all staff, Counselor, Parent Liaison	Teachers will enforce the school-wide expectations and students will follow the expectation which will result in fewer discipline referrals. Our number of discipline referrals will continue to decrease as well as our number of bullying reports therefore increasing the number of students who feel safe at school.			
Funding Sources: 199 - General - \$0.00						
2) We will 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. Light refreshments and snacks will be offered for all training.	1, 2, 3, 4, 5	Administration, Teachers, Counselor, Social Worker, PBIS Team	Decrease in discipline referrals, nurse's office visits and reports of bullying. Survey results indicate that students feel safe on our campus in all areas.			
Funding Sources: 199 - General - \$0.00						
3) Conduct Weekly Monday Morning Meetings to have anti-bullying class meetings and provide support to staff and students.	1, 2, 3, 4	Administration, Counselors, CIS Coordinator, Teachers	Class Observations during this time.			
Funding Sources: 199 - General - \$0.00						
4) We will continue to enforce and monitor our HERO expectations and honor students with Hearts of Gold tickets who are doing the right thing!	1, 2, 3, 4	Administration, Counselors, CIS Coordinator, Teachers	Decrease in discipline referrals, nurse's office visits and reports of bullying. Survey results indicate that students feel safe on our campus in all areas.			
Funding Sources: 199 - General - \$0.00						
5) We will provide our students and community additional support through the expertise and resources of a Master Social Worker.	1, 6	Administration	Decrease in discipline referrals and an increase in parent requests for resources/support.			
Funding Sources: 199 - General Fund: SCE - \$61,547.21						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						







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












Performance Objective 1: For the 2016-2017 school year and for 100% of our students, Purple Heart Elementary will continue to implement a College and Career Ready Strategic Plan.

Evaluation Data Source(s) 1: Purple Heart Elementary has implemented a College and Career Ready Strategic Plan for 100% of our students.

Summative Evaluation 1:

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

<p>1) Implementation of the research-based and data-driven staff development model through the use of:</p> <p>Daily 5-Balanced Literacy Johnny Can Spell Guided Math & Reading, Kagan Cooperative Learning Strategies PBL/Project Lead the Way Differentiation of Instruction with Rigor Depth of Knowledge levels of implementation Literature Circles 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 Hero University PD sessions PLC's Inclusion practices STEMScopes Edusmart Mentoring Minds materials Empowering Writers RTI process Dyslexia support SELP/SSLP Vocabulary Development (Academic Vocabulary) Sentence A Day Common assessments WIN Academy AVID</p>	<p>1, 2, 3, 4, 5, 7</p>	<p>Administration, All Teachers, SCE-I Coach, Instructional Assistants</p>	<p>Sign-in sheets, agendas, classroom walkthrough observations, Instructional Rounds, Teacher Talks with data analysis.</p> <p>Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.</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, 5, 7, 9</p>	<p>Administration, Instructional Coach, Teachers, Instructional Aides to include the Library Aide</p>	<p>Teacher created intervention lesson plans, student attendance rosters, permission slips</p> <p>Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.</p>			
<p>Funding Sources: 199 - General Fund: SCE - \$0.00, 211 - Title I, Part A - \$0.00</p>						

3) Provide TEKS Resources as the primary curriculum that is directly aligned to the TEKS.	2, 3, 7	Administration, SCE-I coach, Teachers	Usage reports, Teacher Pacing Guides, Lesson Plans, Walk through observations STAAR performance, EOY assessment scores, increase student achievement			
	Funding Sources: 199 - General - \$0.00					
4) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/ summer school.	1, 2, 7, 9	Administration, Teachers	Student list/sign-in sheets, teacher lessons, campus program descriptions STAAR performance, EOY assessment scores, increased student achievement			
	Funding Sources: 199 - General Fund: SCE - \$0.00, 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 2: For the 2016-17 school year, 100% of Purple Heart Elementary students, encompassing all special and subpopulations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 2: 100% of Purple Heart Elementary students, encompassing all special and sub-populations, have been placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure that all manipulative 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, 7	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids Books Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.			
				Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00		
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.	7, 9	Administration	Purchase Orders State Assessment Results			
				Funding Sources: 211 - Title I, Part A - \$0.00		
3) Provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide ,and Library Aide to assist with intervention support for students not meeting grade level standards.	1, 2, 3, 7, 9	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans. Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math.			
				Funding Sources: 199 - General Fund: SCE - \$23,251.05, 211 - Title I, Part A - \$0.00		







4) We will continue the implementation of the co-teaching classrooms with support facilitation as well.	1, 2, 7, 9	Administration, Special Education Teachers, Teachers, Instructional Assistants	Classroom Walk Through Observations, teacher created lesson plans, student intervention plans. Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math. Special Education students will show improvement in all areas.			
	Funding Sources: 199 - General - \$0.00					
5) Ensure that all GT students have the opportunity to work together, work with their peers, and work individually in preparation for the GT showcase.	2, 7	Administration, GT coordinator, Teachers	Teacher generated Lesson Plans, walk-through data, student work State assessment results, end of year grades, progress measures.			
	Funding Sources: 199 - General: Gifted and Talented - \$0.00					
6) Classroom teachers will receive ongoing professional development to support classroom interventions in the identified areas of need.	1, 2, 3, 4, 5, 9	Administration, SCE-I Coach, Teachers	Walk-throughs, Intervention Logs, Sign-In sheets Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
	Funding Sources: 199 - General - \$0.00					
7) Classroom teachers will continue to document student interventions on the RTI intervention forms. They will also note progress monitoring results.	2, 9	Classroom teachers, Administration, Counselor	Eduphoria Documentation, Intervention Logs Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
	Funding Sources: 199 - General - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


















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

Performance Objective 3: For the 2016-2017 school year, Purple Heart Elementary shall increase the level of instructional rigor across the core content areas to achieve an overall improvement in student state assessment scores from 69% to 74%, a 5 % increase.

Evaluation Data Source(s) 3: Purple Heart Elementary has increased the level of instructional rigor across the core content areas, to achieve an overall improvement in student state assessment scores of at least 5% scoring all tests at 74%.

Summative Evaluation 3:

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. Purple Heart 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, IWB's, projectors/interactive projectors, printers, as well as, ink and toner cartridges for the printers, 17" flat panel monitors, NOOKS, Lap Top computers and headphones. The use of United Streaming, Brain Pop, Activotes, and other library media resources such as magazines, periodicals and library books will be used to support learning. Any additional resources and materials necessary for the WIN Academy classes will be purchased in an effort to keep technology updated to support Thrive Curriculum.	1, 2, 3, 4, 5, 7	Administration and Instructional Coach	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. Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, and science tests.			
				Funding Sources: 199 - General - \$0.00, 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00		
2) Provide one Data Analysis day and intervention 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.	1, 2, 3, 4, 5, 7	Administration and SCE-I Coach	Sign-in Sheets, 9 week lesson plan, vertical alignment initiatives. Improved student performance in all academic areas on the final report card, end of year assessments including STAAR and other end-of-year performance checks.			
				Funding Sources: 211 - Title I, Part A - \$0.00		

<p>3) Provide one Data Analysis day and intervention 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, 7</p>	<p>Administration and SCE-I Coach</p>	<p>Sign-in Sheets, 9 week lesson plan, vertical alignment initiatives.</p> <p>Improved student performance in all academic areas on the final report card, end of year assessments including STAAR and other end-of-year performance checks.</p>			
<p>Funding Sources: 211 - Title I, Part A - \$0.00</p>						
<p>4) Purchase research based supplemental materials for Math, Science, Writing, and Reading for students to include but not limited to the following vendors: AVID, Project Lead the Way (PLTW), Scholastic Leveled Readers, Education Galaxy, Curriculum Associates, ETA Hand2Mind Measuring Up, Mentoring Minds, ECS Learning Systems, Lonestar, Great Source, Empowering Writers, Forde-Ferrier, Peoples Education, Kamico, Lakeshore, Education Galaxy, Really Good Stuff, and School Specialty as well as needed furniture/equipment to store supplies and materials.</p>	<p>2, 7</p>	<p>Administration and Instructional Coach</p>	<p>Classroom walk-through observations, student work, Science Lab usage, teacher created lesson plans, and Interactive Student Notebooks.</p> <p>95% student success on STAAR and improved performance on end of the year final grades.</p>			
<p>Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00, 199 - General Fund : Special Education - \$0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>5) Provide one class-sized reduction teacher in 5th grade in order to reduce the number of students in each class thus creating an environment in which all students can receive specific interventions and acceleration.</p>	<p>1, 2, 3, 5, 9</p>	<p>Administration, SCE-I Coach</p>	<p>Classroom walk-through observations, lesson plans, formative assessments.</p> <p>Improved student success on STAAR and end of year final grades.</p>			
<p>Funding Sources: 199 - General Fund: SCE - \$51,906.99</p>						
<p>Critical Success Factors CSF 1 CSF 3</p> <p>6) Provide a stipend for all WIN teachers in order to provide additional support for identified at-risk students for extended day intervention.</p>	<p>1, 2, 3, 5</p>	<p>Administration, SCE-I Coach</p>	<p>Classroom walk-through observations, lesson plans, formative assessments.</p> <p>Improved student success on STAAR and end of year final grades.</p>			
<p>Funding Sources: 199 - General Fund: SCE - \$26,000.00</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 4: For the 2016-2017 school year, student state assessment scores in Reading will increase 5% from 70% to 75% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 4: Student state assessment scores in Reading have improved by 5% making gains from 70% to 75%.

Summative Evaluation 4:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Purchase additional reading materials to ensure that Balanced Literacy components are implemented and fully supported with appropriate teaching materials to include books for guided reading, read alouds, shared reading, and independent leveled readers, and reference materials such as dictionaries. Reading materials that represent all genres, specifically social studies and science based will also be purchased. Tumblebooks, Bookflix and Starfall Subscriptions will be purchased to enhance classroom instruction. Additional materials to support reading readiness for Pre-K will also be included.	2, 3, 7	Administration, SCE-I Coach	Classroom walk-through observations, teacher created lesson plans, model classroom observation. Overall, improved student performance in the area of reading on STAAR and other state reading assessments. Increase in number of LEP exits at the end of the year.			
	Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00					
2) Purchase additional assignment agendas for students to use in order to practice the skill of organization and planning.	1, 6, 7	Administration, Instructional Coach, Teachers	Classroom walk-through observations and parent/teacher conferences. Overall, improved student performance in all academic areas.			
	Funding Sources: 211 - Title I, Part A - \$0.00					
3) Implement the use of a comprehensive intervention plan using temporary instructional aides, at-risk aides, bilingual aides, and library aide to assist classroom teachers with small group instruction for students who are not meeting grade level standards.	1, 2, 3, 5, 7, 9	Administration, Instructional Coach, Teachers, Instructional Aides	Classroom walk-through observations, teacher created lesson plans, model classroom observation. Overall, improved student performance in the area of reading on STAAR and other state reading assessments. Increase in number of LEP exits at the end of the year.			
	Funding Sources: 199 - General Fund: SCE - \$0.00, 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 5: For the 2016-17 school year, student state assessment scores in Mathematics will increase by 5% from 70%-75% as compared to the 2015-16 state assessment scores.

Evaluation Data Source(s) 5: Student state assessment scores in mathematics have improved by 5% making gains from 70%-75%.

Summative Evaluation 5:

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, 7, 9	Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation Improved student performance on end of the year report card, end of the year math assessment results, 100% of all students meeting the passing standard on the STAAR test.			
				Funding Sources: 211 - Title I, Part A - \$0.00		
2) Continue with ongoing professional development that supports the Guided Math Instruction and the implementation of the new Math TEKS.	1, 2, 3, 4, 5, 7, 9	Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation. Improved student performance on end of the year report card, end of the year math assessment results, 100% of all students meeting the passing standard on the STAAR test.			
				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, 100% of our teachers will implement social studies curriculum through PBL practices.

Evaluation Data Source(s) 6: 100% of Purple Heart Elementary teachers have implemented social studies curriculum through PBL practices.

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 Social Studies instruction that will support the classroom teacher and our instructional assistance with the teaching of the Social Studies TEKS.	1, 2, 9	Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation Improved student performance on end of the year report card, end of they year social studies assessment results.			
				Funding Sources: 211 - Title I, Part A - \$0.00		
2) Continue with ongoing professional development that supports the Social Studies Instruction and the implementation of the new Social Studies TEKS.	1, 2, 3, 4, 5, 7, 9	Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation Improved student performance on end of the year report card, end of they year social studies assessment results.			
				Funding Sources: 211 - Title I, Part A - \$0.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 7: For the 2016-2017 school year, student state assessment scores in Science will increase 5% from 72%-77% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 7: Student state assessment scores in Science have improved by 5% making gains from 72%-75%.

Summative Evaluation 7:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implementation of Science Lab instruction which includes lessons from STEMScopes and Edusmart co-taught by classroom teacher and SCE-I Coach. Grade levels will be scheduled at a given time to ensure the use of this lab with fidelity.	1, 2, 3, 4, 5, 7	SCE-I Coach, Teachers, Instructional Assistants	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation.			
			Improved student performance on end of the year report card, end of the year Science assessment results, 100% of all students meeting the passing standard on the STAAR			
Funding Sources: 199 - General - \$0.00, 211 - Title I, Part A - \$0.00						
2) Purchase materials and equipment to keep our Science Lab current in order to complete all labs.	1, 2, 3, 5, 7	Administration	Lesson Plans, Walk-through observations			
			Improved student performance on end of the year report card, end of the year Science assessment results, 100% of all students meeting the passing standard on the STAAR.			
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, student state assessment scores in Writing will increase 5% making gains from 71%-76% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 8: Student state assessment scores in writing have improved by 5% making gains from 71%-76%.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Purchase additional writing materials to ensure that Writers Workshop components are implemented and fully supported with appropriate teaching materials to include books for writing and reference materials such as dictionaries, thesaurus, and writing journals/composition notebooks	2, 3, 7	Administration, SCEI Coach	Classroom walk-through observations, teacher created lesson plans, model classroom observations Overall student performance in the area of writing on STAAR and other writing assessments. Increase in number of LEP exits at the end of the year.			
				Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00		
2) Provide Ongoing professional development that supports Writers Workshop activities and implementation of Empowering Writers through training at Region 19.	1, 2, 3, 4, 5, 7	Administration, SCEI Coach, Teachers	Lesson Plans, Walk-through observations, RtI and progress monitoring documentation. Improved student performance on writing STAAR and other writing assessments. Increase in number of LEP exits at the end of the year.			
				Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









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

Performance Objective 9: For the 2016-2017 school year, student state assessment combined scores for economically disadvantaged students at Purple Heart will increase 5% making gains from 69% - 74% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 9: Student state assessment combined scores for economically disadvantaged students at Purple Heart have improved by 5% making gains from 69% - 74%.

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure that all manipulative 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, 7	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.			
				Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00		
2) Provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide ,and Library Aide to assist with intervention support for students not meeting grade level standards.	1, 2, 3, 7, 9	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans. Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and EOY SISD Math Assessment.			
				Funding Sources: 199 - General Fund: SCE - \$0.00, 211 - Title I, Part A - \$0.00		
3) Classroom teachers will receive ongoing professional development to support classroom interventions in the identified areas of need.	1, 2, 3, 4, 5, 9	Administration, SCE-I Coach, Teachers	Walk-throughs, Intervention Logs, Sign-In sheets Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
				Funding Sources: 199 - General - \$0.00		

4) Classroom teachers will continue to document student interventions on the RTI intervention forms. They will also note progress monitoring results.	2, 9	Classroom teachers, Administration, Counselor	Eduphoria Documentation, Intervention Logs Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






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

Performance Objective 10: For the 2016-2017 school year, student state assessment combined scores for Hispanic/Latino students at Purple Heart will increase 5% making gains from 72% - 77% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 10: Student state assessment combined scores for economically Hispanic/Latino students at Purple Heart have improved by 5% making gains from 72% - 77%.

Summative Evaluation 10:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure that all manipulative 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, 7	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids Books Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.	✗	✗	✗
2) Provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide, and Library Aide to assist with intervention support for students not meeting grade level standards.	1, 2, 3, 7, 9	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans. Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math.	✗	✗	✗
3) Classroom teachers will receive ongoing professional development to support classroom interventions in the identified areas of need.	1, 2, 3, 4, 5, 9	Administration, SCE-I Coach, Teachers	Walk-throughs, Intervention Logs, Sign-In sheets Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.	✗	✗	✗
4) Classroom teachers will continue to document student interventions on the RTI intervention forms. They will also note progress monitoring results.	2, 9	Classroom teachers, Administration, Counselor	Eduphoria Documentation, Intervention Logs Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.	✗	✗	✗

 = 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 11: For the 2016-2017 school year, student state assessment combined scores for students with Limited English Proficiency at Purple Heart will increase 7% making gains from 53% - 60% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 11: Student state assessment combined scores for students with Limited English Proficiency at Purple Heart have improved by 7% making gains from 53% - 60%.

Summative Evaluation 11:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure that all manipulative 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, 7	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids Books Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.	✓	✓	✓
Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00						
2) Provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide, and Library Aide to assist with intervention support for students not meeting grade level standards.	1, 2, 3, 7, 9	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans. Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math.	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - \$0.00, 211 - Title I, Part A - \$0.00						
3) Classroom teachers will receive ongoing professional development to support classroom interventions in the identified areas of need.	1, 2, 3, 4, 5, 9	Administration, SCE-I Coach, Teachers	Walk-throughs, Intervention Logs, Sign-In sheets Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.	✗	✗	✗
Funding Sources: 199 - General - \$0.00						
4) Classroom teachers will continue to document student interventions on the RTI intervention forms. They will also note progress monitoring results.	2, 9	Classroom teachers, Administration, Counselor	Eduphoria Documentation, Intervention Logs Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.	✗	✗	✗
Funding Sources: 199 - General - \$0.00						

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>5) Identified students will be given an opportunity to increase reading stamina and comprehension through participation in our book club.</p>	1, 2, 3, 9	Librarian, Library Aide	End of year reading assessments will indicate an increase in reading fluency and comprehension in all subject areas; therefore increasing the chances of exiting the bilingual program.			
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>6) Bilingual classroom teachers will be given additional training in the area of SIOP and ELPS.</p>	3, 4	SCE-I Coach, Administration	Sign-in sheets and walkthrough observations.			
<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 12: For the 2016-2017 school year, student state assessment combined scores for students with Special Education indicator at Purple Heart will increase 20% making gains from 32% - 52% as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 12: Student state assessment combined scores for students with Special Education indicator at Purple Heart have improved by 7% making gains from 53% - 60%.

Summative Evaluation 12:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure that all manipulative 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, 7	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids. Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.			
				Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00		
2) Provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide ,and Library Aide to assist with intervention support for students not meeting grade level standards.	1, 2, 3, 7, 9	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans. Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and EOY SISD math assessment.			
				Funding Sources: 199 - General Fund: SCE - \$0.00, 211 - Title I, Part A - \$0.00		
3) We will continue the implementation of the co-teaching classrooms with support facilitation as well.	1, 2, 7, 9	Administration, Special Education Teachers, Teachers, Instructional Assistants	Classroom Walk Through Observations, teacher created lesson plans, student intervention plans. Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math. Special Education students will show improvement in all areas.			
				Funding Sources: 199 - General - \$0.00		









4) Classroom teachers will receive ongoing professional development to support classroom interventions in the identified areas of need.	1, 2, 3, 4, 5, 9	Administration, SCE-I Coach, Teachers	Walk-throughs, Intervention Logs, Sign-In sheets Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
	Funding Sources: 199 - General - \$0.00					
5) Classroom teachers will continue to document student interventions on the RTI intervention forms. They will also note progress monitoring results.	2, 9	Classroom teachers, Administration, Counselor	Eduphoria Documentation, Intervention Logs Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
	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 1: For the 2016-2017 school year, 70% of teachers will demonstrate at the proficient level (as measured by T-TESS, walk-throughs, etc.)

Evaluation Data Source(s) 1: 70% of Teachers have demonstrated proficient skills (as measured by T-TESS, walk-throughs, etc.)

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue walkthroughs (5 per week) with specific feedback through Eduphoria walkthrough forms and follow up discussions	1, 3, 4	Administration	Follow-up walkthroughs will show continued use of/implementation of previous best practice suggestions			
			TTESS Summative Evaluation			
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, Purple Heart Elementary 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) Purple Heart Elementary School teachers will all be trained in the TTESS appraisal system during July of 2015. Ongoing follow up training will be provided through out the school year.	1, 3, 4, 5	Administration	Agendas Sign-in sheets Surveys	✓	✓	✓
			Student Assessment results Walkthrough data			
Funding Sources: 211 - Title I, Part A - \$0.00						
2) Purple Heart Elementary School teachers will all be trained in the 30 Hours for Gifted and Talented Certification and/or receive the 6 Hour Yearly Update. Ongoing follow up training will be provided through out the school year.	1, 3, 4, 5	Administration, SCEI Coach, Teachers	Agendas Sign-in sheets Surveys	✓	✓	✓
			Student Assessment results Walkthrough data			
Funding Sources: 199 - General: Gifted and Talented - \$0.00						
3) Purple Heart Elementary School teachers will have ongoing follow up training for the Fundamental 5 strategies through out the school year.	1, 3, 4, 5	Administration	Agendas Sign-in sheets Surveys		✓	✓
			Student Assessment results Walkthrough data			
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 Purple Heart Elementary employees will increase by 5% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 3: Purple Heart Elementary 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, HERO Academies will offer topics for staff development including PBL, 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, 5	Administration, SCEI coach, counselor	Agendas Sign-in sheets Surveys			
			Student Assessment results Walkthrough data			
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 4: During the 2016-2017 school year, the Purple Heart Elementary 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: Purple Heart Elementary has provided 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.

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 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 HERO Academy PD sessions Teacher Tuesday Sessions Inclusion practices STEMScopes Mentoring Minds materials Empowering Writers RTI process Dyslexia support OLPT/Norm Reference Testing Vocabulary Development (Academic Vocabulary) Common assessments WIN Academy AVID Project Lead the Way</p>	1, 2, 3, 4, 5	Administration, SCE-I Coach, Teachers	Purchase Orders, Sign-In Sheets, Agendas, Walk-throughs, Student work 95% student success on STAAR and improved performance on end of the year final grades.			
Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$0.00						
2) Provide instructional support to students through the use of Bilingual Temporary Instructional Aides, At-Risk Instructional Aide, and Library Aide	1, 9	Administration	Student Intervention Logs, Payroll Timesheets Student performance on Final STAAR Assessments.			
Funding Sources: 199 - General Fund: Bilingual - \$0.00						
3) Provide instructional support to students and teachers by providing one State Compensatory Education Instructional Coach.	1, 9	Administration	Student Intervention Logs, Payroll Timesheets Student performance on Final STAAR Assessments.			
Funding Sources: 199 - General Fund: SCE - \$57,869.54						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 5: During the 2016-2017 school year, 100% of our bilingual teachers will receive SIOP training and 100 % of all special education and general education teachers will receive co-teaching training in order to improve student performance.

Evaluation Data Source(s) 5: 100 % of our bilingual teachers will be SIOP trained and 100% of our co-teachers have received co-teaching training.

Summative Evaluation 5:












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>1) All teachers will continue to be offered opportunities to be SIOP trained in order to implement strategies into classroom instruction. ELPS training will be provided and Exceptional Heroes will be identified in order to provide direct intervention support.</p>	5	Administration	<p>Emails to staff informing them of these opportunities.</p> <p>Increase in the number of teachers that receive additional certification.</p>			
Funding Sources: 199 - General - \$0.00						
<p>2) Teachers who work with identified special education children will be given opportunities to receive training in the area of co-teaching strategies from our district support staff as well as our campus team.</p>	1, 4, 5	Administration	<p>Emails to staff informing them of these opportunities.</p> <p>Increase in the number of teachers that receive additional certification.</p>			
Funding Sources: 199 - General - \$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 6: By the end of the 2016-2017 school year, 100% of Purple Heart Elementary teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 6: 100% of the campus staff are aware of House bill 5 requirements

Summative Evaluation 6:

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. New updates and follow up training will be provided through out the school year.	2, 7	Administration	Teachers will be well informed and will share expectations for attendance with students and parents.			
			Attendance Documentation			
Funding Sources: 199 - General - \$0.00						
2) All classroom teachers will embed the grade level identified endorsement into their PBL projects. Guest speakers and field trips will be tied to the grade level endorsements. Kinder and 1st: Public Service 2nd: Arts and Humanities 3rd: Business and Industry 4th: Multidisciplinary Studies 5th: STEM	1, 2, 4, 6, 7	All teachers, Administration, Counselor	Projects			
			Students will be able to present their projects to their peers and make connections to their endorsements.			
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 1: During the 2016-2017 school year, Purple Heart Elementary 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 have increased 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 an opportunity for parents to learn about House Bill 5 and all that it encompasses. Create a flyer to help parent understand House Bill 5 and the different pathways.	2, 4, 10	Administration, Counselor, Parent Liaison	Parents will be well informed and will follow guidelines stated in House Bill 5. Blackboard callouts and drive-through breakfast with handouts will be completed to keep parents up to date.			
				Funding Sources: 199 - General - \$0.00		
2) Provide a parent liaison who will facilitate scheduled classes and events 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 specific curriculum. Guest speakers from our community will be invited to share important information regarding selected topics. (Light refreshments/snacks will be served.) 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. Also, provide for a Communities in School Coordinator who will work hand in conjunction with our counseling department to meet student needs and support families.	1, 2, 6, 10	Administration, Counselor, CIS Coord., and Parent Liaison	Agendas, weekly logs, parent newsletters, sign-in sheets Increase in parental involvement and end-of-year surveys will reflect satisfaction with our campus services.			
				Funding Sources: 211 - Title I, Part A - \$0.00		
3) 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. The liaison will also need to be able to purchase supplies for trainings that she is providing to our parents.	6	Administration, Counselor, Social Worker, and Parent Liaison	Agendas, weekly logs, parent newsletters, sign-in sheets Increase in parental involvement and end-of-year surveys will reflect satisfaction with our campus services.			
				Funding Sources: 211 - Title I, Part A - \$0.00		

4) Provide opportunities for our parents and community to be engaged in school-wide activities such as our SIT committee, WATCH DOGS, PBL, Partners in Education, Holly Jolly Heroes Literacy Night, Fall Into Technology Night, Science Night, Open House, Fall Festival, etc...	1, 2, 6	Administration, Counselor, Social Worker, and Parent Liaison	Agendas, Sign-In Sheets Increase in parental involvement and the roles they play on our campus.			
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, Purple Heart Elementary 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 were increased 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	Mail out log			
			Sign In log/ PIE attendance at events			
Funding Sources: 199 - General - \$0.00						
2) Notices will be sent out to the parents and community of important information and the upcoming events.	6	Administration PIE committee	Mail out log			
			Sign In log/ PIE attendance at events			
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, Purple Heart Elementary 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: Purple Heart Elementary has increased 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	Administration, PIE committee, Parent Liaison	Incentive goods provided Business participation at various events End of year conference with partners with good faith agreement to work together in 2015-2016			
	Funding Sources: 199 - General - \$0.00					
2) All classroom teachers will identify a community partner that they will work with on a community project that is connected to the grade level identified endorsement of their PBL projects. Kinder and 1st: Public Service 2nd: Arts and Humanities 3rd: Business and Industry 4th: Multidisciplinary Studies 5th: STEM	1, 3, 4, 6	Administration, PIE committee, Parent Liaison, Teachers	Participation in Community Projects End of year conference with partners with good faith agreement to work together in 2015-2016			
	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 4: For the 2016-2017 school year, the District will increase the number of customer service training sessions by 2% to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Customer service training 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	Sign in sheets Agendas			
			Fewer customer service complaints and increased membership in volunteer program			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: For the 2016-2017 school year, 70% of all students in all subgroups will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: At Purple Heart Elementary, 70% of all students in all subgroups have met 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	Administration	Teacher created intervention lesson plans, student attendance rosters, permission slips.			
			Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.			
Funding Sources: 199 - General Fund: SCE - \$0.00, 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 2: During the 2016-2017 school year, Purple Heart Elementary will ensure that 100% of teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: Purple Heart Elementary has ensured that 100% of 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. Teacher will provide extended day instruction in the WIN Academy.	1, 2, 9	Administration, SCE-I Coach, Teachers, Instructional Assistants	Walk-through observations, sign-in sheets, permission slips, student work, lesson plans Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.			
				Funding Sources: 199 - General Fund: SCE - \$0.00, 211 - Title I, Part A - \$0.00		
2) Provide materials and opportunities for students to compete in UIL Academic events as well as other academic events that promote STEM at the local, state, and national level such as Robocom, Destination Imagination, Science Fair, etc.	2, 9	Administration, UIL Coordinator, Counselor, Librarian, Teachers	Student Sign In Sheets for Practice, Student Interest Student performance at final local, state, and national competitions.			
				Funding Sources: 199 - General - \$0.00, 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 3: For the 2016-2017 school year, Purple Heart Elementary leaders will increase, by 4%, 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: Purple Heart Elementary leaders have increased, by 4%, 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 HERO Academy sessions 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. WIN Academy Teachers will be provided professional development to meet the needs of this initiative.	1, 3, 4, 5, 7	Administration, SCE-I Coach, District Support Teams	Agendas, Sign-in sheets, Walk-through observations Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.			
				Funding Sources: 211 - Title I, Part A - \$0.00		
2) Teachers will be provided training based on their needs in order for them to support in local, state, and national competitions such as Robocom, Destination Imagination, Science Fair, etc.	2, 3, 4, 9	Administration, SCEI Coach, District Support Teams	Agendas, Sign-in sheets Student performance in final local, state, and national competitions.			
				Funding Sources: 199 - General - \$0.00, 211 - Title I, Part A - \$0.00, 199 - General: Gifted and Talented - \$0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: During the 2016-2017 school year, Curriculum and Instruction personnel will increase the number of data feedback sessions for each campus by 2, to provide further support and resources.

Evaluation Data Source(s) 4: Curriculum and Instruction personnel have increased the number of data feedback sessions for each campus by 2, to provide further 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 PLC's 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. Data will be updated as soon as possible to adjust instruction on a timely manner.	1, 2, 8	Administration, SCE-I Coach	Sign-In Sheets, Agendas, Data Rooms, Teacher Data Talks documentation, student goal sheets, Walk-through observations. Students and teachers will have met their goals on all end of year assessments to include STAAR.			
				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. We will also seek support for all grade levels.	1, 2, 3, 8	Administration, SCE-I Coach, District C & I, Teachers	Walk-through observations, Agendas, Sign-In sheets Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.			
				Funding Sources: 199 - General - \$0.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

Evaluation Data Source(s) 5: School personnel have actively engaged parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 5% as compared to the 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	Administration, Counselor, Parent Liaison, Teachers	Parent Participation Sign-In Sheets, Agendas An increase in parent involvement will impact our student achievement and we will see an increase in student achievement on all end of the year data.			
				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 6: For the 2016-2017 school year, student attendance will increase by 1% from 96.5% to 97.5% by the end of the school year.

Evaluation Data Source(s) 6: Student attendance rate increased by 1% making gains from 96.5% to 97.5%

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Purchase awards and incentives to motivate students in all academics areas, attendance, and positive behavior.	7, 9	Administration	Purchase orders			
			State assessment results, end of the year grades, attendance			
Funding Sources: 211 - Title I, Part A - \$0.00						
2) We will implement a 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 HEROES HOOAH towards a free dress day. This is posted on our bulletin board for all to see.	1, 2	Administration, Teachers	Announcements and Bulletin Board			
			Increase in student attendance.			
Funding Sources: 199 - General - \$0.00						
3) We will 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, Counselor, Parent Liaison	Bulletin Board with Graph			
			End of the Year increase in daily average attendance.			
Funding Sources: 199 - General - \$0.00						
4) Drum Fit program will be used in PE classes for students that have 100% attendance during the week to participate in on Fridays.	1, 2	Teachers, Administration, Counselor, Parent Liaison	Student Logs on Fridays			
			End of the Year increase in daily average attendance.			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	11	5	Identified students will be given an opportunity to increase reading stamina and comprehension through participation in our book club.
2	11	6	Bilingual classroom teachers will be given additional training in the area of SIOP and ELPS.
3	5	1	All teachers will continue to be offered opportunities to be SIOP trained in order to implement strategies into classroom instruction. ELPS training will be provided and Exceptional Heroes will be identified in order to provide direct intervention support.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	11	5	Identified students will be given an opportunity to increase reading stamina and comprehension through participation in our book club.
2	11	6	Bilingual classroom teachers will be given additional training in the area of SIOP and ELPS.
3	5	1	All teachers will continue to be offered opportunities to be SIOP trained in order to implement strategies into classroom instruction. ELPS training will be provided and Exceptional Heroes will be identified in order to provide direct intervention support.

State Compensatory

Personnel for Purple Heart Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Castanos	5th grade teacher		1
Dr. Danielle Navariz	SCE-I Coach		1
Sumalla Garcia	Library Aide		.5
vacant	At-risk Aide		.5

Title I

1: Comprehensive Needs Assessment

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

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

2: Schoolwide Reform Strategies

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

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

3: Instruction by highly qualified professional teachers

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

All teachers and paraprofessionals at PHE have acquired the credentials to be highly qualified. .

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

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

In addition to district professional development and support from Region 19, we strive to continue own learning by providing our HERO Academies which is our in-house Professional Development Academy designed to support our classroom and school needs. These sessions are held on selected Thursdays throughout the year with topics chosen by a survey and data

5: Strategies to attract highly qualified teachers

A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

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

6: Strategies to increase parental involvement

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

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

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

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

PHE will house our Pre-K students for the first time in the 2016-2017 school year. We will apply the OWL curriculum and align our best practices to ensure that our youngest HEROES receive a strong start to their school career.

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

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

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

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

Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards

required by section 1111(b)

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

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

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

Including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Our Parent Liaison works alongside our counselor and our Community in Schools Coordinator to provide our community with support in the area of nutrition, food bank donations, etc...

Campus Improvement Team

Committee Role	Name	Position
Administrator	Jennifer Parker	Principal
Classroom Teacher	Janelle Bransford	Kinder Teacher
Classroom Teacher	Ruben Castillo	5th Grade Teacher
Classroom Teacher	Cynthia Herrera	1st Grade Teacher
Classroom Teacher	Theresa Kyle	Special Education Teacher
Classroom Teacher	Priscilla Medina	3rd Grade Teacher
Classroom Teacher	Nancy Rivera	4th Grade Teacher
Classroom Teacher	Jennifer Vega	2nd Grade Teacher
Community Representative	Blanca Topete	Burger King/Peter Piper Rep.
District-level Professional	Elizabeth Marquez	Instructional Specialist
Non-classroom Professional	Nora Liston	1st Grade Teacher
Paraprofessional	Deborah Luevanos	Parent Liaison
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	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	3			\$0.00
2	2	4			\$0.00
2	2	6			\$0.00
2	2	7			\$0.00
2	3	1			\$0.00
2	7	1			\$0.00
2	9	3			\$0.00
2	9	4			\$0.00
2	10	3			\$0.00
2	10	4			\$0.00
2	11	3			\$0.00
2	11	4			\$0.00
2	12	3			\$0.00
2	12	4			\$0.00

2	12	5			\$0.00
3	1	1			\$0.00
3	5	1			\$0.00
3	5	2			\$0.00
3	6	1			\$0.00
3	6	2			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
5	2	2			\$0.00
5	3	2			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
5	6	2			\$0.00
5	6	3			\$0.00
5	6	4			\$0.00
Sub-Total					\$0.00

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Social Worker		\$61,547.21
2	1	2			\$0.00
2	1	4			\$0.00
2	2	3	At-Risk Aide		\$15,207.30
2	2	3	Library Aide		\$8,043.75
2	3	5	SCE-Teacher CSR		\$51,906.99
2	3	6	4 WIN Teacher Stipends (\$6500.00 each)		\$26,000.00

2	4	3			\$0.00
2	9	2			\$0.00
2	10	2			\$0.00
2	11	2			\$0.00
2	12	2			\$0.00
3	4	3	State Compensatory Education Instructional Coach		\$57,869.54
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$220,574.79
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	4			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00

2	5	1			\$0.00
2	5	2			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	8	1			\$0.00
2	8	2			\$0.00
2	9	1			\$0.00
2	9	2			\$0.00
2	10	1			\$0.00
2	10	2			\$0.00
2	11	1			\$0.00
2	11	2			\$0.00
2	12	1			\$0.00
2	12	2			\$0.00
3	2	1			\$0.00
3	2	3			\$0.00
3	3	1			\$0.00
3	4	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	3	2			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	3	1			\$0.00

5	3	2			\$0.00
5	5	1			\$0.00
5	6	1			\$0.00
Sub-Total					\$0.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	3	1			\$0.00
2	3	4			\$0.00
2	4	1			\$0.00
2	8	1			\$0.00
2	8	2			\$0.00
2	9	1			\$0.00
2	10	1			\$0.00
2	11	1			\$0.00
2	12	1			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
Sub-Total					\$0.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$0.00
3	2	2			\$0.00
5	3	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$220,574.79