

**Socorro Independent School District**  
**Ernesto Serna School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

**Ernesto Serna School is committed to enhancing the future of every child by promoting and supporting safety, academics, and literacy. Through parental involvement and faculty and staff commitment, students will achieve a sense of multiculturalism.**

## Vision

***Tomorrow's Leaders Learning Today!***

**Superintendent of Schools: Dr. José Espinoza**

**Gary Gandara, Board President, Paul Guerra, Vice-President, Cynthia Ann Najera, Board Secretary, Hector F. Gonzalez, Trustee, Michael Anthony Najera, Trustee, Antonio "Tony" Ayub, Trustee, Angelica Rodriguez Trustee**

**Alejandro Olvera, Principal**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our school has been given the distinctive honor of being named after a member of the community who nobly carried out his duty as servant and protector, but who subsequently lost his life in the process. Our campus is named after Officer Ernesto Serna who served with pride and gave his life to the El Paso Police Department. Part of our mission here at Ernesto Serna School is to instill in our students the same hope, pride, and dignity that Officer Serna displayed as he gave the ultimate sacrifice for our city - his life.

Ernesto Serna is one of 48 campuses in Socorro Independent School District. Ernesto Serna was established in the year 2000 as a PreK-8 School in the lower valley of the Socorro community. Established first as a Dual Language campus, our school serves predominantly hispanic community with a diverse need in both economically and academically. Ernesto Serna PreK8 serves 761 students in grades Pre-kinder through 8th grade. The student population is .13% Black African-American, 1.97% White Anglo, 0% Asian, 97.50% Hispanic, and 0% of our students identified with Two or More races.

The number of students identified and served in special programs were Limited English Proficient 215, Gifted and Talented 40, Special Education 61, Dyslexia 8, Homeless 3. Our At-Risk student population is 481, economically disadvantaged population is 596 and 1 student is coded migrant. The most current data indicates the campus has a 11% mobility rate. The average daily attendance rate for students is 95.46%.

### Demographics Strengths

#### Strengths

\*Student Genders are well balanced between males and females with 49.67% for females and 50.33% for males.

\*97.50% of our students are Hispanic/Latino

### Demographics Needs

## **Needs**

\*ELL Students need to be performing at the passing standard for STAAR Test in the areas of Writing, Science, and Social studies.

## Student Achievement

### Student Achievement Summary

The site-based decision-making team evaluated the previous year's programs, survey results, STAAR state assessments and TELPAS language development assessment for ELL (English Language Learning) students.

### 2015-2016 STAAR Scores

-3rd grade students scored 82.9% in the area of math and a 70.7% in the area of reading.

-4th grade students scored an 86% in the area of math, an 88.1% in Writing and a 79% in Reading.

-5th Grade students scored an 88.7% in math, 80% in Science and an 83.1% in Reading.

-6th Grade students scores a 69.1% in Math and a 68.4% in reading.

-7th Grade students scored an 83% in math, 73.1% in Writing and a 71.9% in the area of Reading.

-8th Grade students scored a 72.7% in Math, 61.6% in Science, 78.4% in Reading and a 50% in the area of Social Studies

### TELPAS 2015-2016 Average Composite and Comprehension Results

**Kinder** Composite Score is 2.4 & Average Comprehension Score of 2.7

**1st Grade** Composite Score is 3.0 & Average Comprehension score of 3.0

\*90% of 1st grade students progressed one proficiency level

**2nd Grade** Composite Score is a 2.5 & Average Comprehension score of 2.7

\*48% of 2nd grade students progressed one proficiency level

**3rd Grade** Composite Score is a 2.6 & Average Comprehension score of a 2.7

\*61% of 3rd grade students progressed one proficiency level

**4th Grade** Composite Score is a 2.9 & Average Comprehension score of a 3.2

\*65% of 4th grade students progressed one proficiency level

**5th Grade** Composite Score is a 3.0 & Average Comprehension score of a 3.2

\*63% of 5th grade students progressed one proficiency level

**6th Grade** Composite Score is a 2.7 & Average Comprehension score of a 2.9

\*52% of 6th grade students progressed one proficiency level

**7th Grade** Composite Score is a 3.1 & Average Comprehension score of a 3.1

\*52% of 7th grade students progressed one proficiency level

**8th Grade** Composite Score is a 3.2 & Average Comprehension score of a 3.3

\*61% of 8th grade students progressed one proficiency level

The student population currently serves 0.1% African-American, 2.3% Anglo, 96.9% Hispanic, 0.7% Native American. The staff population is 0 % African-American, 8.7% Anglo, 0% Asian, 89.6% Hispanic, 29.5% male and 70.49% female with an average of 8.1 years of experience.

The overall mobility rate for the campus is approximately 12.6%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.43%. The average daily attendance rate for staff is 96.9%. Currently there are a total of 115 discipline referrals this year. Ernesto Serna School serves 284 Limited English Proficient students, 56 students in the Gifted and Talented program, 28 students identified for 504 services, and 62 students served through special education services.

# 2014-15 STAAR Scores

**3rd Grade:** Reading - 75.4%, Math - 74.3% **4th Grade:** Reading - 58.6%, Math - 82.7%, Writing - 58.6% **5th Grade:** Reading - 97.7%, Math - 83.7%, Science - 65.1% **6th Grade:** Reading - 73.3%, Math - 72.5% **7th Grade:** Reading - 59%, Math - 76%, Writing - 70.1% **8th Grade:** Reading - 81.5%, Math - 78.4%, Science - 67.4%, Social Studies - 47.9%, Algebra - 100%

## 2015 State System Safeguards

Reading Phase in: 75% Mathematics Phase in: 100% Writing Phase in: 67% Science Phase in: 68% Social Studies Phase in: 49%

## 2015 Accountability Summary

\*Met Standards for Academic school year Index 1: 70/60 Index 2: 32/30 Index 3: 44/28 Index 4:25/12

## Student Achievement Strengths

### Strengths

Various activities are incorporated into school policy and practice in order to support increased student performance generally, and math and reading performance specifically. In particular, math and reading performance for all groups are supported and enhanced via activities and support structures such as: \*Distinction Earned for Top 25 percent closing the gap • In-school accelerated learning pedagogies • Flexible scheduling to accommodate extra time and extra learning resources for at-risk learners • Library Aide to support at-risk learners • At-risk support provided by State Compensatory Education Instructional (SCEI) coaches and Title I At-Risk Aide • Project-based learning activities • RtI practices based on tiered system of support for students • Behavioral support and community resources provided by Counseling staff and Administration • Timely parent conferences (teachers, counselors and administration) and scheduled Parent Nights • Aggressive and sustained communication blitz to inform parents and students about the demands of STAAR, college and career readiness and timelines to guide parents as they assist students • Reading supplemental support for SPED and LEP students • Opportunities to remediate grades and receive assistance with focused and specific tutorials during Intersession and Summer School to assist in the areas of reading, math, Science and Social Studies.

## Student Achievement Needs

### Needs

We will continue with aggressive intervention initiatives to include tiered-student intervention instruction and support throughout and after the school day, as well as during intersession times. In addition, teacher staff development will be explicit, targeted and SE-driven. Parents and students will be supported



through multiple modes of communication and education efforts to ensure access and understanding of not only STAAR demands but how early reading and math skills and acquisition play a major role in the success of all students. Students will be empowered and participate in their own progress as they track and monitor their own performance on tested areas.

Progress monitoring for students will be improved by developing student ownership of individual goals and consistent tracking of progress towards end of the year goals. Teachers and students will use progress monitoring tools such as iStation and TPRI to regularly track 1) reading fluency (with cold reads of grade level aligned passages), 2) high frequency word list, and 3) mathematics computation fluency. Parent communication will involve being informed of student expectations and training on how parents can support their child as they show growth or lack of growth in the student's projected development. Differentiating Math and Reading instruction will be improved through development of a multiple level prevention system. Tier 1 core instruction will incorporate interactive instructional stations, varied group teacher instruction and researched based practices including brain compatible and metacognitive strategies. Tier 2 secondary instruction will be scheduled for all students during a 45 minutes "Super School" rotation block 4 days a week to provide academic enrichment or targeted Tier 2 or Tier 3 interventions. Additional Tier 3 instruction will be provided during extended day or extended week instruction with intensive interventions and progress monitoring.

The RTI (Response to Intervention) process will be implemented through progress monitoring tools to identify and track Tier 2 students at least every 9 weeks and Tier 3 students on a bi-weekly basis. Individual intervention plans and progress towards goals will be communicated to parents through the RTI committee.

Mathematics problem solving will be improved through staff development training on Singapore Math strategies that will create alignment through all grade levels.

5th Grade 2015 STAAR science scores were 78% for level 2 met standard and will be improved with increased hands on Science instruction at all grade levels. Science lab investigations will be established for each grade level along with extra support from instructional coach and instructional aides.

Purchasing of supplies and equipment will be needed to ensure hands on science lessons can be implemented at all grade levels.

[\\*Add priorities and list them by number.](#)

## **School Culture and Climate**

### **School Culture and Climate Summary**

Ernesto Serna will ensure a safe school environment for students, staff, parents, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

### **School Culture and Climate Strengths**

#### **Strengths**

The community is greeted at the front desk and given the best customer service. The campus follows district protocol to determine visitor's identification, reason for visit and to determine the appropriate access to students and designated areas of the campus. In addition, a safety committee has been established with representatives from each grade level and support staff departments to evaluate, discuss and implement procedures for every emergency scenario deemed possible and discussed during SIT. The campus and staff also implement Olweus anti-bullying program through weekly lessons that teach students to interact appropriately and how to respond in a situation every Friday during the course of the week.

### **School Culture and Climate Needs**

#### **Needs**

\*Our safety committee will continue to meet on a monthly basis to evaluate the safety concerns presented by the unique school structure in order to develop and implement procedures for continued improvement.

\*We will begin Positive Behavior Intervention Training for the 2016-2017 School year.

\*Student discipline will continue to be improved by implementing campus wide discipline planning through our Discipline committee. Items to discuss will include specific grade level behavior interventions, office referral expectations, alignment of possible classroom consequences and communication of classroom consequences to parents.

\*Olweus lessons will be monitored and improved through walkthroughs, feedback and recommendations made by the instructional leadership team during the designated school wide Olweus lesson time.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Ernesto Serna 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

### **Staff Quality, Recruitment, and Retention Strengths**

#### **Strengths**

- \*Full day Power planning sessions PreK-8
- \*Half day Data sessions for grades 3-8
- \*Staff Development during half day sessions/after school
- \*Specific and immediate feedback through Eduphoria
- \*Weekly Messages
- \*New Teacher training provided
- \*ELL Academies provided by SISD
- \*PreK8 planning and alignment sessions

### **Staff Quality, Recruitment, and Retention Needs**

#### **Needs**

Power planning sessions will be determined and communicated at the beginning of the year. We will provide teacher support for planning, data analysis, readiness standards and the unpacking of the student expectations. New teachers will receive additional training during the school year. Staff development will continue through the year based on the 2015-2016 STAAR results that are currently pending.

\*Will continue with faculty and staff appreciation

\*Teacher of the year award and recognition

\*Perfect Attendance Awards/Certificates

\*Wolf of the month for Teaching/Support staff

\*Celebrations for campus Birthdays

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Campus Leadership, 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.

### **Curriculum, Instruction, and Assessment Strengths**

#### **Strengths**

\*Vertical teams have been successful in ensuring that all grade levels develop content area expertise, promote collaboration, and promote consistency and aligned rigor among all grade levels.

\*SMART goals were developed by each teacher on campus in order to aide in campus SMART goals for the System Safeguards.

\*PreK8 Planning sessions were held every nine weeks with each of the campuses grades 6-8.

\*Full day Power planning sessions were conducted by the SCEI coach and Principal for grades PreK-5.

### **Curriculum, Instruction, and Assessment Needs**

#### **Needs**

\*Required communication and follow up plans will focus on implementation of new instructional strategies used by all teachers and support needed for growth for ELL/SPED students.

\*Fundamental Five follow up will be conducted with each grade level and teacher.

\*ELL accelerated plans for intervention will be monitired and requested from every teacher.

\*The improvement of the RTI (Response to Intervention) process will provide a structure to ensure that all students are making the required progress and

receiving the support needed to meet goals at their individual level of success.

\*The fidelity of the Power planning process will be monitored by administration every nine weeks.

\*SMART Goals will continue and discussed each nine weeks.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Ernesto Serna 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.

### **Family and Community Involvement Strengths**

#### **Strengths**

\*Campus Newsletter

\*Refrigerator Notes

\*Weekly Messages

\*Red Ribbon Week

\*Story Book Parade

\*Earth Day

\*Coffee with the Principal

\*Parent workshops provided by Liaison

\*Terrific Kids Awards

\*Perfect Attendance recognition every nine weeks

\*Wolf Tickets



## **Family and Community Involvement Needs**

### **Needs**

\*Parent communication will continue to be improved through developing grade level communication expectations for general information, individual student progress and praise.

\*Opportunities to increase parental involvement will be offered through parent trainings targeted to improve student support at home.

\*Volunteer Program will continue to improve through recruiting efforts led by volunteer coordinator and implementation of district policy training provided by the district volunteer coordinator.

\*New volunteers will be trained in expectations and procedures that improve structure, efficiency and equity of volunteer accessibility.

### **Community Outreach Activities for 2016-2017 School Year**

\*Family nights (Reading, Math, Science)

\*Fall Festival

\*Reading Club

\*AR Incentives/Saturday Reading through Library

\*Kite Day

\*OLWEUS Kick OFF

\*Start a Father/Daughter Dance

\*Start Mother/Son Dance

\*Sontinue with Grandparents Day

\*Wellness Wednesday

\*Coffee with the Wolf Pack

\*Wolf Ticket prizes on a weekly basis

\*A/B Honor Roll celebrations

\*Terrific Kids Awards

## **School Context and Organization**

### **School Context and Organization Summary**

Ernesto Serna incorporated 45 minute Super School Intervention for grades 6-8 in order to assist in Math, Reading, Social Studies and Writing. The Elementary grades 1-5 provided Interventions in the area of Reading, Math and Science.

### **School Context and Organization Strengths**

#### **Strengths**

- \*Campus culture is going through positive changes
- \*Teacher Recognition Activities during faculty meetings
- \*SMART Goals for grades PreK-8
- \*Full day Power planning sessions for grades PreK-8
- \*Campus half day reflection sessions for formative, summative and SISD Benchmarks to go over student data.

### **School Context and Organization Needs**

#### **Needs**

SIT had determined that we could use an additional TIA to assist in the Science labs for grades 2-8

# Technology

## Technology Summary

The campus is currently utilizing Edmodo, Plickers, Kahoot,IXL. Achieve 3000). Connectivity and wireless access points were recently replaced/checked with newer models throughout the school.

\*The school has an elementary and a middle school computer lab

\*Project Lead the Way Programs.

## Technology Strengths

### Strengths

staff members feel adequately trained in using laptops, interactive whiteboards, and document cameras. Staff members have the technology needed and use it for instruction. The campus has purchased on line resources to aide in their implementation.

\*IXL, FreedomFlix, Achieve 3000

## Technology Needs

### Needs

\*Purchase new desktops for the classrooms

\*Update both computer labs with VDI systems, keyboards, monitors

\*Replace printers

\*Replace Document Readers

\*Replace projectors

\*Purchase additional Electronic Devices

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

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

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

### **Employee Data**

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

### **Parent/Community Data**

- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results









# 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, Ernesto Serna PreK8 will implement 100% of safety action plan strategies to ensure that its stakeholders feel safe at school and school events.

**Evaluation Data Source(s) 1:** Climate survey will be given to students by May 2017 and will equal 70% or more in the area of safety.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Administrators and Security guards will be present at all school events providing a safe environment.</p>	1, 2	Administrators and District Security Guards	Administrators and Security Officers will be highly visible during the school events.			
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, Ernesto Serna will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

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

**Summative Evaluation 2:**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Safety Drills will be conducted on a monthly basis to ensure everyone is prepared for multiple scenarios. These drills will include Fire Drills, Shelter in Place, Evacuation, Reverse Evacuation, Lockdown, and Severe Weather.</p>	1, 2	Administrators, Leadership Team, Counselors, Teachers	Our school community will know the difference between all drills and will be able to follow the protocol for each one.			
Funding Sources: 199 - General - \$0.00						
= 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 Ernesto Serna will decrease 20% from 15 to 12 incidents.

**Evaluation Data Source(s) 3:** The number of reported bullying-related incidents at all campuses will decrease by 20%.

**Summative Evaluation 3:**












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Establish a risk-free and anti-bullying environment using the Olweus Bullying Prevention Program to foster a healthy learning environment.</p>	1, 2	Leadership Team, Bullying Prevention Coordinating Committee (BPCC), Teachers, Students	Weekly class meetings, Administrator walk-throughs			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 4:** For the 2016-2017 school year, the total number of disciplinary incidents at Ernesto Serna will decrease by 19% from 147-120

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Students will use Kelso's Choice anti-conflict resolution program to help prevent disciplinary incidents.</p>	1, 2	Teachers, Counselors	Counselor training and sign in sheets.			
Funding Sources: 199 - General - \$0.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Administrators, teachers and campus officer will monitor hallways during each transition period in the middle school side of Ernesto Serna.</p>	1, 2	Administrators, teachers, campus officer	Administrators, teachers and school officer are visible in hallways during transitions.			
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

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

**Performance Objective 1:** Ernesto Serna will continue to implement a College and Career Ready Strategic Plan for 2016-2017 school year.

**Evaluation Data Source(s) 1:** 100% of our teaching staff will implement a College and Career Ready Strategic Plan.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>Critical Success Factors</b> CSF 1  1) Provide differentiated instruction to enhance rigor and relevance for all students to prepare them for college.	1, 2	Campus Administrators, SCEI Coaches, Teachers	Trainings during staff development dates, classroom walk-throughs, classroom observations, teacher lesson plans			
	Funding Sources: 199 - General Fund: SCE - \$40,413.20					
<b>Critical Success Factors</b> CSF 1 CSF 2  2) Provide AVID strategies for all grade levels in order to enhance grade level alignment for academic systems and organization.	1, 2	Campus Administration, SCEI Coaches, Teachers	AVID curriculum membership, meetings, schedules and AVID trainings			
	Funding Sources: 211 - Title I, Part A - \$3,315.00					
= 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:** The campus will increase STAAR scores in the area of Math, Reading, Science, Social Studies & Writing and increase each content area by 3% by May 2017.

**Evaluation Data Source(s) 2:** Ernesto Serna will increase the level of instructional rigor across the core content areas, to achieve an overall improvement in student state assessment scores of at least 4%.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Implement and monitor CSCAPE in grades K-8 to ensure vertical and horizontal alignment to be monitored through student review and accountable talks.</p>	1, 2	Leadership Team, Administration, Teachers	Observations and Walkthroughs			
Funding Sources: 199 - General - \$0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) 1) Implement technology based projects that are aligned to STAAR strands and integrate technology consistency in all aspects of curriculum through the access and use of a mobile wireless lab(s) and other handheld technologies such as Nooks, Ipads, tablets, zero clients, Elmos/document camera, STAAR Master, TI NSpire graphing calculators and IWB projectors to include bulbs and accessories for the above mentioned technology equipment.(AP, QD) Rosetta Stone, Achieve 3000 Software for ELL students.</p>	1, 2, 4, 8	Campus Administrators, Leadership team, teachers, Special Education teachers	Technology training and student products involving technology			
Funding Sources: 211 - Title I, Part A - \$0.00, 199 - General Fund: Bilingual - \$320.00						
= 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, student state assessment scores in Reading will improve by 4% as compared to the 2015-2016 state assessment scores of 74.5%

**Evaluation Data Source(s) 3:** Student state assessment scores in Reading and writing will improve by 4%.

**Summative Evaluation 3:**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Provide research based instructional methods and materials to enhance rigor and relevance for all students and to Incorporate Vocabulary Development and Fluency using models for Reading / Writing to include, for example, but not limited to: Read 180 program, The Write Source, Scholastic Scope magazines, Empowering Writers, Balanced Literacy, and Writers Workshop (including Read 180 books, software programs, headphones, student materials including text books and ancillary materials, Measuring Up, STAAR Master, Kagan books, Mentoring Minds, Kamico, CATS folders, LINKS folders, supplies, and manipulatives, I-Station, Compass Learning, etc.)</p>	1, 2, 3, 8	Campus Administrators, Leadership, Teachers	Trainings during staff development dates, classroom walkthroughs, and instructional rounds			
Funding Sources: 211 - Title I, Part A - \$7,000.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 4:** For the 2016-2017 school year, student state assessment scores in Mathematics will improve by 4% as compared to the 2015-16 state assessment scores of 78.1%.

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

**Summative Evaluation 4:**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Teachers will incorporate the use of manipulatives, hands on models, experiments, On-line resources/site licenses and interactive student notebooks to enhance learning and understanding in the areas of mathematics. These manipulatives and hands on models can include but not limited to: algebra tiles, Mentoring minds, Kamico, STAAR Master, blocks, cuisenaire rods, IXL, and hands on learning materials.</p>	1, 2	Administrators, Teachers, Leadership Team	Increased understanding as demonstrated on progress reports, report cards, 3/6/9 weeks tests			
Funding Sources: 211 - Title I, Part A - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 5:** For the 2016-2017 school year, student grades/benchmark/state assessment scores in Social Studies will improve by 10% as compared to the 2015-16 grades/benchmark/state assessment scores of 60.0%

**Evaluation Data Source(s) 5:** Student grades/benchmark/state assessment scores in Social Studies will improve by 4%.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Content remediation and intervention in the area of Social Studies will be reinforced using 3 week data and talks with leadership. Interventions in the area of Social Studies will be specific to subgroups that did not meet system safeguard standards through afterschool tutorials and intervention programs</p>	1, 2, 3, 8	SCEI Coaches, Teachers	Increased understanding as demonstrated on progress reports, report cards, 3/6/9 weeks tests			
Funding Sources: 211 - Title I, Part A - \$21,000.00						
 = 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, student state assessment scores in Science will improve by 4% as compared to the 2015-2016 state assessment scores of a 67.8%.

**Evaluation Data Source(s) 6:** Student state assessment scores in Science will improve by 4%.

**Summative Evaluation 6:**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Incorporate the use of experiments to enhance learning and understanding in the areas of science. These hands on experiments can include but not limited to: scientific equipment required to perform experiments, and hands on learning equipment and apparatus from CPO science (school specialty) to include, but not limited to, atom models, physics models, periodic tables, roller coasters, Brain POP, STEMSCOPES, Mentoring Minds</p>	1, 2, 7, 8	Leadership, Teachers	Increased performance in classroom class work, quizzes, tests, etc. CSCOPE, STAAR & Benchmark assessments			
<p>Funding Sources: 199 - General - \$0.00</p>						
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 7:** For the 2016-2017 school year, the campus will purchase research based programs/resources for our SPED students in order to meet System Safeguards standards in the area of Reading from 27% to 60% passing.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>1) The campus will purchase instructional material and hands on/Concrete objects from Super Duper publications and Lakeshore.</p> <p>*Basic Concepts Fun deck            *Idioms            *Activity Tree            *Sensory balls            *Tabletop blocks            *Touch &amp; Match</p>	1, 2	SPED Teachers & SPEECH Teacher	<p>*STAAR ALT scores            *System Safeguards data from 2016-2017 School year</p>			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 3: Ernesto Serna PreK8 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 the teaching staff will demonstrate proficiency (as measured by T-TESS & walk-throughs)

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Administrative Team along with SCEI coaches will conduct 5 walkthroughs per week to ensure student success.</p>	1, 2, 8	Principal & AP's	Increase in students assessment data.			
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3:** Ernesto Serna PreK8 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, the campus 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
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Provide staff development, and ensure implementation of strategies that will aid professional growth and result in greater instructional rigor in the classroom. Such as: -Kagan -Marcia Tate -Fundamental Five Sean Cain -Think Through Math -Kilgo -Singapore Math -Discover Writing Company -Empowering Writers -Science model "Hands-on approach" to support ELL learners -Social Studies Instructional Practices -Integration of Expository in ELL classrooms -Region XIX</p>	1, 2, 8	Administrators, SCEI Coaches, Teachers	Increased pedagogical content knowledge of teachers. Increased level of rigor in the classroom. Improved standardized test scores.			
Funding Sources: 211 - Title I, Part A - \$0.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3:** Ernesto Serna PreK8 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, professional development opportunities offered will increase by 5 days in order to increase learning opportunities from 13 to 18 days.

**Evaluation Data Source(s) 3:** District 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
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) SCEI Coaches will deliver professional development to campus teachers based on needs as determined by campus STAAR data.</p>	1, 2	SCEI Coaches & Leadership Team	Increased student performance			
Funding Sources: 199 - General - \$0.00						
<p><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) SCEI Coaches will provide support to teachers to ensure students are taught appropriate STAAR strands based on targeted data.</p>	1, 2, 7, 8	SCEI Coaches & Leadership Team	CSCOPE assessments, Observations/walk throughs, Heat maps			
Funding Sources: 199 - General Fund: SCE - \$0.00						
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 3:** Ernesto Serna PreK8 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, Ernesto Serna 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:**

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2</p> <p>1) Provide research based instructional methods and materials to enhance rigor and relevance for all students and to Incorporate Vocabulary Development and Fluency using models for Reading / Writing to include, for example,(but not limited to): Read 180 program,Writer's workshop, (including Read 180 books, software programs, headphones, student materials including text books and ancillary materials, Measuring Up, Mentoring Minds, STAAR Master, Writer's workshop books, supplies, and manipulatives, I-Station etc.]</p>	1, 2, 7, 8	Campus Administrators, Campus GT Coordinator, Teachers, SCEI Coaches	Pull out program, Provide models, Student projects, review and analysis of all data			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>Critical Success Factors</b>                      CSF 1 CSF 7</p> <p>2) Implement Bilingual and ESL models that will drive a consistent instructional Bilingual/ESL program in all content areas (Core and Electives) to include and identify quality writing (score point 4 essays) and teaching by utilizing rubrics to demonstrate focus and coherence, organization, development of ideas, voice, and conventions.</p>	1, 2, 7, 8	Campus Administrators, Leadership, Campus Bilingual and ESL Teachers	Training during staff development dates, classroom walkthroughs, instructional rounds, proper writing training.			
Funding Sources: 199 - General - \$0.00						












<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Promote scientific inquiry methods during science labs and practice in Science Fairs and UIL Competition. Students will incorporate the use of calculators (including calculator software and probes), charts and graphs, created in data analysis software and by hand, in order that students communicate and interpret data and the use of manipulatives and hands on models and experiments to enhance learning and understanding in the areas of mathematics and science, specifically to support ELL learners. These manipulatives and hands on models can include algebra tiles, blocks, cuisenaire rods, scientific equipment required to perform experiments, and hands on learning equipment and apparatus from CPO science (school specialty, ETA Cuisenaire to include, but not limited to, atom models, physics models, periodic tables, roller coasters, etc.</p>	1, 2, 7, 8	Teachers, Leadership	Classroom walkthroughs, observations, lessons, UIL, Science Fair training, Science trainings			
<p>Funding Sources: 211 - Title I, Part A - \$0.00</p>						
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 3:** Ernesto Serna PreK8 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 teachers certified in Bilingual Education, ESL, and Special Education will be provided 6 days of staff development as compared to the 3 days provided in 2015-2016.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Provide staff development training for teachers to understand and develop SIOP strategies</p>	1, 2	Leadership Team & Administration	Differentiated instruction which addresses the need of students, Classroom organization and delivery of instruction prior to SIOP professional development			
Funding Sources: 199 - General - \$0.00						
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Provide effective special education staff development and professional materials to support general education and special education teachers.</p>	1, 2, 7	Diagnostician, Campus Administration, SpEd teachers	Inclusion of students within the general education classroom to the highest extent as directed by ARD committee, Increased understanding of SpEd, Autism, CPI, Dyslexia, and Stetson model			
Funding Sources: 199 - General Fund : Special Education - \$0.00						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						














**Goal 3:** Ernesto Serna PreK8 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:** For the 2016-17 school year, 100% of SPED and ELL students will be placed in proper learning environments and proper grade levels to ensure that they meet the state requirements of 65% on system safeguards.

**Evaluation Data Source(s) 6:** 100% of our students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Provide support to students identified as at-risk to ensure all students meet academic requirements. This support will include interventions provided by SCEI Coaches and teachers via pull out, tutoring, Saturday schools, summer school, etc. And will include the use of ancillary materials (reading, math, science), STAAR prep programs, bilingual dictionaries, etc. In addition specific support will be provided for subgroups who did not meet safeguard standards in the area of Science and Social Studies (AP)</p>	1, 2, 4, 5, 8	Leadership team, Teachers, SCEI Coaches	Observations/Walk throughs, tutoring sign in sheets, eduphoria software, uploaded tests, printed and scanned.			
Funding Sources: 211 - Title I, Part A - \$40,413.20						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Develop a comprehensive/accelerated instructional plan for all students identified, or having the potential of being identified as At-Risk for not being on grade level in the areas of math and reading as measured by state standards. Content remediation and intervention in the areas of Math, Reading, Science &amp; Social Studies will be reinforced using 3 week data and talks with leadership. Interventions in the area of Science and Social Studies will be specific to subgroups that did not meet system safeguard standards through afterschool tutorials and intervention programs. (STAAR/Safeguard Measures/TELPAS/iStation (AP,QD)</p>	1, 2	Leadership team, Teachers, Counselors	Observations/Walk throughs STAAR assessment results, benchmark results, RTI referrals, Edupohria entries, At-Risk Aide Logs, and student sign in sheets			
Funding Sources: 211 - Title I, Part A - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 4: The campus 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, Ernesto Serna PreK8 will increase the number of collaborative educational involvement activities and events for parents and community members from 5 to 10 school events.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Provide parents and community members training in effective parental/community communication strategies. Will provide light snacks and refreshments as incentives for attendance at parent involvement meetings.</p>	1, 2	Campus Administrators, Teachers, Counselors, Parent Liason	Training sign in sheets			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Provide opportunities for parents to participate in academic activities on campus, such as kindergarten awareness, Night at the Library, Parent/Teacher Conferences, Career Day. Opportunities to participate in social activities, such as, Coffee with the Principal, Watch DOG programs, Muffins for Mom, Donuts for Dads, Bookfairs, Fine Arts presentations, after school athletic coaching, GT Showcase, Terrific Kids, Latino Family Literacy program, College Readiness activities, monthly grade level presentations</p>	1, 2, 6	Administration, Counselors, Parent Liaison, Teachers	Sign-in Sheets, Agendas, Increased student performance, Climate Survey results			
Funding Sources: 211 - Title I, Part A - \$0.00						
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Goal 4:** The campus 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, the campus 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 campus will increase by 4% in efforts of bolstering communication between parents and schools.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Provide parents with consistent and proactive communication, for example: monthly newsletters, student agendas, new parent information packets, etc.</p>	1, 2, 6	Teacher, Administrators and Parent Liaison	Monthly newsletters sent home, Increased student and parent participation			
Funding Sources: 199 - General - \$0.00						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Communicate with parents, via a communication blitz (to include call outs, newsletters, brochures, meetings, calendars, etc), the importance of understanding the State's STAAR accountability standards , College Readiness Standards, and other helpful information that will assist them in assisting their child in their academic careers.</p>	1, 2	Administration, Parent Liaison, Teachers	Parent trainings, parent/teacher conferences, sign in sheets for meetings, copies of newsletters, brochures, calendars, agendas, etc.			
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 4:** The campus 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, Ernesto Serna will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education from 5 activities to 7 activities.

**Evaluation Data Source(s) 3:** Increase the percentage of partnerships from the previous year by adding two additional activities.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Increase partnerships by creating activities, communication, and relationships with partners in education, higher education institutions and other agencies.</p>	1, 2	Parent Liaison, Counselors	Communication between the school and current/future partners in education, higher education institutions, and other agencies.			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 4:** The campus 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, we 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 2015-2016 to 2016-2017 school year.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>1) Provide professional development for faculty and staff on how to ensure a positive and welcoming school climate for parents and community members.</p>	1, 2	Administration	Sign-in sheets and agendas			
Funding Sources: 199 - General - \$0.00						
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						












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

**Performance Objective 1:** For the 2016-2017 school year, 82% of ELL & SPED students 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:**

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>1) Provide support to students identified as at-risk to ensure all students meet academic requirements. This support will include interventions provided by SCEI Coaches and teachers via pull out, tutoring, Saturday schools, summer school, etc. And will include the use of ancillary materials (reading, math, science), STAAR prep programs, bilingual dictionaries, etc. (AP</p>	1, 2, 7, 8, 9	Administrative Team, Leadership, At-Risk Aide & Library Aide	Observations/Walk-throughs, Sign-in Sheets for Trainings, Common Assessment			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) SCEI Coaches will provide support to teachers to ensure students are taught appropriate STAAR strands based on targeted data.</p>	1, 2, 7, 8	SCEI Coaches	Observations/Walk-throughs Heat maps, Common Assessments			
Funding Sources: 199 - General Fund: SCE - \$5,000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Develop a comprehensive/accelerated instructional plan for all students identified, or having the potential of being identified, as At-Risk for not being on grade level in the areas of Math and Reading as measured by state standards (STAAR/ TELPAS/iStation) through afterschool tutorials and intervention programs.</p>	1, 2, 7, 8, 9, 10	Campus Administrators, Leadership, Teachers	Observations/Walkthroughs, STAAR Assessments results Benchmarks results, RTI Referrals, ARMS Entries, At Risk Aide logs, formative assessments, STAAR results			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Provide ELL students a Reading intervention reading class (AI) based on students' needs</p>	1, 2, 7, 8, 9	Administrative team, Teachers, Leadership	Class grades, STAAR scores, benchmark scores, teachers utilizing data more effectively			
Funding Sources: 199 - General Fund: Bilingual - \$0.00						









<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>5) Provide recognition for students Academic Achievement in all grades. (SC)</p>	1, 2, 7, 10	Administration, Teachers, Counselors	Student achievement assemblies, Student grades			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) Provide supplemental SCE funds for extra duty pay, resources and instructional materials for summer school programs targeted to meet the needs of at-risk students.</p>	1, 2, 7, 8	Campus Administrators	Sign-in Sheets, Teacher Time cards, purchase orders, student rosters, Increase in student performance in core subject areas, failure reports			
Funding Sources: 199 - General Fund: SCE - \$0.00						
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

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

**Performance Objective 2:** During the 2016-2017 school year, Ernesto Serna 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:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Small group interventions will be given to students in every subject area in each grade level</p>	1, 2, 7, 8	Teachers, SPED Co-Teacher, SCEI Coaches	Classroom walk through, lesson plans, Increased performance in core subject areas and failure reports			
Funding Sources: 199 - General Fund: SCE - \$2,500.00						
 = 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, campus leadership will increase, by 3%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Provide staff development for teachers and purchase appropriate resources to ensure implementation of strategies that will aid professional growth and result in greater instructional rigor in the classroom. Such as: -Kagan -Marcia Tate -Ron Clark -Sean Cain -AVID Summer Institute -Games -Teacher Created Materials (TCM)</p>	1, 2, 7, 8, 9	Teachers, Administrators, SCEI Coaches, Curriculum Coach	Sign in sheets from book studies, lesson studies, conferences, etc. Increased pedagogical content knowledge of teachers Increased level of rigor in the classroom Improved standardized tests scores			
Funding Sources: 199 - General Fund: SCE - \$2,000.00, 211 - Title I, Part A - \$3,320.60						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Upgrade technology to allow implementation of advanced computer programs and the use of more video presentations.</p>	1, 2, 7, 8	administration, teachers, SCEI's	walk throughs, observations, Increased access to web base learning			
Funding Sources: 199 - General Fund: SCE - \$18,000.00						
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

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

**Performance Objective 4:** Ernesto Serna SCEI Coaches and Administration will increase the number of data feedback sessions for each grade level to provide further support and resources.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  1) Leadership and SCEI coaches will meet every 9 wks to read and discuss assessment results and benchmark results	1, 2, 7, 8	Administrators	Administrators will meet with teachers to discuss data, sign in sheets and documentation logs			
	Funding Sources: 199 - General - \$0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  2) Administrators will meet with SCEI coaches every 3 weeks to break down and discuss data from 3,6,9 and benchmark assessments	1, 2, 7, 8	Admin, Curriculum Coaches	Teachers will be given a day to plan based on data results, 3,6,9 and benchmark results			
	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, Ernesto Serna 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 4% as compared to the 2015-2016 school year.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Parents will attend conferences, trainings and seminars. Refreshments and snacks will be offered to participants.</p>	1, 2	Parent Liaison, Leadership Team	Parents' active involvement (sign in sheet) Registration and agendas			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Coffee with the Wolves will be an opportunity to get feedback and share with parents the efforts made by staff</p>	1, 2	Administrator, Staff and Parent Liaison, Assistant Principals, Counselors	Improved parental and administration communication, Sign in sheets			
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, the attendance rate for all students at Ernesto Serna will increase by 1% from 96.3% to 97.3%.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Encourage and monitor student attendance through the use of incentives.</p>	1, 2	Staff, Campus administrators, Campus PEIMS Clerk, Teachers, Counselors, School Nurses	Drawings every 9 weeks			
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Continued implementation of attendance meetings</p>	1, 2	Administration, Attendance Clerk, Counselors, Teachers	Sign-in Sheets and phone logs to parents			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	6	1	Incorporate the use of experiments to enhance learning and understanding in the areas of science. These hands on experiments can include but not limited to: scientific equipment required to perform experiments, and hands on learning equipment and apparatus from CPO science (school specialty) to include, but not limited to, atom models, physics models, periodic tables, roller coasters, Brain POP, STEMSCOPES, Mentoring Minds
2	7	1	The campus will purchase instructional material and hands on/Concrete objects from Super Duper publications and Lakeshore. *Basic Concepts Fun deck *Idioms *Activity Tree *Sensory balls *Tabletop blocks *Touch & Match
3	3	2	SCEI Coaches will provide support to teachers to ensure students are taught appropriate STAAR strands based on targeted data.
3	4	1	Provide research based instructional methods and materials to enhance rigor and relevance for all students and to Incorporate Vocabulary Development and Fluency using models for Reading / Writing to include, for example,(but not limited to): Read 180 program, Writer's workshop, (including Read 180 books, software programs, headphones, student materials including text books and ancillary materials, Measuring Up, Mentoring Minds, STAAR Master, Writer's workshop books, supplies, and manipulatives, I-Station etc.]

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	6	1	Incorporate the use of experiments to enhance learning and understanding in the areas of science. These hands on experiments can include but not limited to: scientific equipment required to perform experiments, and hands on learning equipment and apparatus from CPO science (school specialty) to include, but not limited to, atom models, physics models, periodic tables, roller coasters, Brain POP, STEMSCOPES, Mentoring Minds
2	7	1	The campus will purchase instructional material and hands on/Concrete objects from Super Duper publications and Lakeshore. *Basic Concepts Fun deck *Idioms *Activity Tree *Sensory balls *Tabletop blocks *Touch & Match
3	4	1	Provide research based instructional methods and materials to enhance rigor and relevance for all students and to Incorporate Vocabulary Development and Fluency using models for Reading / Writing to include, for example,(but not limited to): Read 180 program, Writer's workshop, (including Read 180 books, software programs, headphones, student materials including text books and ancillary materials, Measuring Up, Mentoring Minds, STAAR Master, Writer's workshop books, supplies, and manipulatives, I-Station etc.]

# State Compensatory

## Budget for Ernesto Serna School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
211.11.117.24.13.000.6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199.11.117.30.39.000.6118	6118 Extra Duty Stipend - Locally Defined	\$15,365.00
199.11.117.30.80.998.6118	6118 Extra Duty Stipend - Locally Defined	\$6,500.00
211.11.117.24.00.000.6118	6118 Extra Duty Stipend - Locally Defined	\$40,000.00
199.11.117.30.00.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$190,359.93
199.11.117.30.18.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$236,866.66
199.11.117.30.80.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$48,007.00
211.11.117.24.00.000.6141	6141 Social Security/Medicare	\$580.00
211.11.117.24.00.000.6143	6141 Social Security/Medicare	\$176.96
211.11.117.24.00.000.6146	6146 Teacher Retirement/TRS Care	\$3,120.00
211.11.117.24.00.000.6149	6149 Employee Benefits	\$600.00
<b>6100 Subtotal:</b>		<b>\$542,575.55</b>
<b>6200 Professional and Contracted Services</b>		
211.11.117.24.00.000.6239	6239 ESC Services	\$800.00
211.11.117.24.00.000.6299	6299 Miscellaneous Contracted Services	\$22,000.00
211.12.117.24.00.000.6299	6299 Miscellaneous Contracted Services	\$3,000.00
211.13.117.24.00.000.6299	6299 Miscellaneous Contracted Services	\$1,000.00
<b>6200 Subtotal:</b>		<b>\$26,800.00</b>
<b>6300 Supplies and Services</b>		
211.11.117.24.00.000.6329	6329 Reading Materials	\$3,000.00

211.12.117.24.00.000.6329	6329 Reading Materials	\$7,000.00
211.11.117.24.00.000.6395	6395 Supplies, DP Operations - Locally Defined	\$25,000.00
211.11.117.24.00.000.6399	6399 General Supplies	\$43,132.04
211.61.117.24.00.000.6399	6399 General Supplies	\$731.00
<b>6300 Subtotal:</b>		<b>\$78,863.04</b>
<b>6400 Other Operating Costs</b>		
211.13.117.24.00.000.6411	6411 Employee Travel	\$4,000.00
211.61.117.24.00.000.6411	6411 Employee Travel	\$100.00
211.61.117.24.00.000.6419	6419 Non-Employee Travel	\$200.00
211.11.117.24.00.000.6494	6494 Reclassified Transportation Expenses	\$10,000.00
211.61.117.24.00.000.6499	6499 Miscellaneous Operating Costs	\$1,200.00
<b>6400 Subtotal:</b>		<b>\$15,500.00</b>



**Personnel for Ernesto Serna School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annette Harman	SCEI Coach		100
Jesus Vasquez	SCEI Coach		100
Lizbeth Rios	7th & 8th grade ELAR	ELAR	.33
Lizeth Pinon	Counselor	Social Worker	100
Maria Andrade	SCE-Teacher		100
Migeul Sertuche	Library Aide		50
Rosa Rojas	SCE-Teacher		100
Yvette Quintanilla	Instructional Aide-At-Risk		100

# Title I

## Schoolwide Program Plan

### Ten Components of a school wide program

- 1. Comprehensive Needs Assessment** A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).
- 2. School Wide Reform Strategies** Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.
- 3. Instruction by Highly Qualified Teachers** Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.
- 4. High Quality and Ongoing Professional Development** In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
- 5. Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools** A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.
- 6. Strategies to Increase Parental Involvement** Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
- 7. Ensure Smooth Transition for Students** Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- 8. Measure to Include Teachers in Decisions Regarding the use of Academic Assessments** Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 9. Effective, Timely Additional Assistance** Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by section 1111(b)

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

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

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

Ernesto Serna will utilize data including formative/summative student achievement in all academic areas, discipline data, attendance, staff development, and community involvement data. Strengths and weaknesses are addressed to ensure continuous growth for student success academically and emotionally.

### **2: Schoolwide Reform Strategies**

The campus will ensure that students feel safe is a priority through our safety policies and protocol. The Olweus program is also key in ensuring that students are physically and emotionally secure to allow learning to take place. The RTI system monitors student progress as a team by using frequent data points to determine needed interventions.

### **3: Instruction by highly qualified professional teachers**

Highly qualified teachers and staff will be used through the district application process and campus interview committees. Input from multiple interview members will be used to select the most qualified candidate that fits into the high achieving school culture. Instructional staff will be supported through TTESS and provide them with feedback for individual growth.

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

**Not Applicable**

### **5: Strategies to attract highly qualified teachers**

Ernesto Serna attracts highly qualified teachers through establishing a positive culture and providing staff development and resources that supports teachers to be successful in all content areas.

### **6: Strategies to increase parental involvement**

Our parent liaison will provide weekly classes in the area of reading, math and science during school hours. Opportunities for after school activities will be

conducted on a weekly basis with child

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

Our PreKindergarten students are transitioned from early childhood programs through a developmentally appropriate curriculum that supports math, science, reading readiness, writing and fine arts. PreK students are included in school wide initiatives such as family nights, career days and all campus activities.

#### **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**

Teachers are included in decisions regarding the use of academic assessments through their input (power planning) on purchasing supplemental resources for the use of TEKS and state assessments.

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

Ernesto Serna will provide assistance for students daily, weekly, and monthly formative/summative assessments and benchmarks that monitor student's progress in the core content areas. Interventions will be provided through a scheduled daily intervention time where students receive targeted small group instruction. After school and intersession classes also supplement interventions with remedial and accelerated instruction.

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

Ernesto Serna will incorporate federal, state and local services by allocating and expending funds to provide a high quality education to our PreK-8 students. Funds are determined and established through SIT and used to provide instruction that is hands on, interactive, technology rich, and differentiated to student's needs.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gabriela Aguirre	Parent Liaison		100.00

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Alejandro Olvera	Principal
Classroom Teacher	Elizabeth Alvidrez	Kinder Teacher
Classroom Teacher	Brenda Carrillo	7th Grade Teacher
Classroom Teacher	Norma Corral	3rd Grade Teacher
Classroom Teacher	Kristel Cruncleton	8th Grade Teacher
Classroom Teacher	Adrian Garcia	Physical Education
Classroom Teacher	Sylvia Loya	1st Grade
Classroom Teacher	Jose Montoya	Art Teacher
Classroom Teacher	Melissa Olivas	4th Grade Teacher
Classroom Teacher	Evelyn Ornelas	2nd Grade Teacher
Classroom Teacher	Emily Ortega	5th Grade Teacher
Classroom Teacher	Susana Reyes	Fine Arts
Classroom Teacher	Lizbeth Rios	ESL 6-8
District-level Professional	Hazael Valverde	Instructional Officer
Leadership	Annette Harman	SCEI Coach
Leadership	Jesus Vasquez	SCEI Coach
Parent	Carmen Corral	Parent
Parent Liaison	Gabriela Aguirre	Liaison

## Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
2	2	1			\$0.00
2	6	1			\$0.00
3	1	1			\$0.00
3	3	1			\$0.00
3	4	2			\$0.00
3	5	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	4	1			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
5	6	2			\$0.00
<b>Sub-Total</b>					\$0.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$40,413.20
3	3	2			\$0.00
5	1	2			\$5,000.00
5	1	6			\$0.00

5	2	1			\$2,500.00
5	3	1			\$2,000.00
5	3	2			\$18,000.00
<b>Sub-Total</b>					\$67,913.20
<b>199 - General Fund : Special Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	5	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2			\$3,315.00
2	2	2			\$0.00
2	3	1		211.11.117.24.00.000.6329	\$7,000.00
2	4	1			\$0.00
2	5	1			\$21,000.00
3	2	1			\$0.00
3	4	1			\$0.00
3	4	3			\$0.00
3	6	1			\$40,413.20
3	6	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	3	1			\$0.00
5	1	1			\$0.00
5	1	3			\$0.00
5	1	5			\$0.00
5	3	1	AVID Summer Institute		\$3,320.60
5	5	1			\$0.00



5	5	2			\$0.00
<b>Sub-Total</b>					\$75,048.80
<b>199 - General Fund: Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	2			\$320.00
5	1	4			\$0.00
<b>Sub-Total</b>					\$320.00
<b>Grand Total</b>					\$143,282.00