

Socorro Independent School District
Chester E. Jordan Elementary School
2017-2018 Campus Improvement Plan



Mission Statement

Chester E. Jordan stakeholders will honor the school's core values of Trusting, Teamwork, and Thinking to help all students, 21st Century Citizens in their own right, achieve excellence now and in their own futures, ensuring that they are ready for college, their future careers in life and that they are able to give back to their own communities today and tomorrow.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Chester E. Jordan Elementary, having opened its doors in 2007, is named after a man who served his country honorably for 30 years in the United States Army rising to the rank of Chief Warrant Officer Four before retiring in 1980. Over the period of his commendable service, he was decorated with the Bronze Star with Oak Leaf Cluster, Air Medal with Oak Leaf Cluster, German Occupation Medal, and Korea and Vietnam Campaign Ribbons. Mr. Jordan is the epitome of a man who valued the core values of our school.

Chester E. Jordan Elementary is one of 48 campuses in the Socorro Independent School District and the only Silver Certified Green school in the entire region. Chester E. Jordan is the city's first Leadership in Energy and Environmental Design (LEED) school having earned another prestigious recognition for our green efforts. The school's Green Science Team won a 2012 Texas Environment Excellence Award (TEEA) in the youth category for their work at the school, in the community and in their partnership with Fort Bliss.

With all of the campus' successes last school year, it is also important to note that during the 2016-2017 school year, Chester E. Jordan Elementary "Met Standard" on state mandated exams for the state of Texas and garnered THREE state distinctions - Top 25% Closing Performance Gap; top 25% Student Progress and English Language Arts Distinction - state distinctions that are given to only those schools that have made large gains as compared to other schools in the entire state. We truly are the BEST School in the ENTIRE Galaxy! This past school year, Chester Jordan did meet SafeGuards and outperformed the state and was top 2 in the district with overall English Language Learners and Special Education STAAR demographic data. There were huge gains with writing and with writing regarding ELL students that provided support with the ELAR distinction aforementioned and that provided support with the state Safeguard recorded the school year prior.

Demographics Strengths

Chester E. Jordan Elementary serves predominantly economically disadvantaged families, 590 students or approximately 71% of the total population, and military families, 270 students or approximately 25% of the total student population. Last year we served 144 military students which is an increase of 26 new military students. Chester E. Jordan Elementary served about 1,100 students in grades Pre K to 5th grade in the 2015-2016 school year. Six years ago, 534 students were served by the campus, which is an increase of more than 300 students. As an overflow campus in the 2015-16 school year, we enrolled 1,100 welcoming 300 Pre K student, the official Pre K Hub for the new Pebble Hills High School feeder pattern.

Next school year Chester Jordan will welcome approximately 300 Pre K students. With the creation of a new feeder pattern, Pebble Hills, Chester Jordan will now be a contributing campus to both the Pebble Hills and El Dorado High School Feeder Pattern. Chester Jordan students will one day attend Puentes

Middle School and then Pebble Hills High School or Hernando Middle School and El Dorado High School, as outlined by the boundary lines, recently recreated. With the creation, Chester Jordan becomes the official Pre K hub for the feeder pattern. Lujan Chavez, Butler Elementary and Chester Jordan community Pre K students will attend school this year at the BEST school in the entire galaxy, Chester Jordan.

This coming school year, once again, Chester E. Jordan Elementary is expected to receive many new students. As of July 28, 2016 we are expected to have the following amount of students at each grade level: 300 Pre K Students, 110 kindergarten students, 132 first grade students, 132 second grade students, 132 third grade students, 132 fourth grade students, and 150 fifth grade students.

The student population is also broken down as follows: 1.25% African-American, 11.12% Anglo, 1.25% Asian, 82% Hispanic, 51% male and 49% female. Our school demographics continue to change. For example, two years ago our Anglo population was approximately 9% while this year it has increased to about 12%. Our Hispanic population has increased from last year's 80.50% to about 82%, while all other Non-Hispanic students account for 18% of the overall population. We attribute this to the rapid and great influx of military families moving into the El Dorado feeder pattern over the last two years. Students who are Economically Disadvantaged represent about 70% of our total population (593 students).

Chester E. Jordan Elementary serves 269 (31%) Limited English Proficient (LEP) students. There are 29 kindergarten, 46 1st grade, 43 2nd, 35 3rd, 43 4th, and 18 in 5th grade LEP students at Chester E. Jordan. This year we exited 25 students from the bilingual program. There were 5 2nd graders who exited, 1 3rd, 14 4th, and 4 5th graders. There are 30 students in the Gifted and Talented program, which is an increase from 19 just last school year. We made some gains this year in this department, not only on STAAR, but with the overall program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Chester Jordan mobility rates are high comparatively to other schools in the school district reaching between a 25% - 32% mobility rate. Student grade level cohorts do not follow the traditional vertical movement, together from one grade level to the next. This can lead to high classroom transition rates. **Root Cause:** The campus, traditionally, is the main overflow campus for the Pebble Hills Feeder Pattern, one of the fastest growing communities in the region and has the opportunity to support military students, 25+% strong, another reason for the mobility rate.

Student Achievement

Student Achievement Summary

The School Improvement Team (SIT), the Instructional Leadership Team and our grade level teams met before the school year 2016-17 ended to review this year's student performance data (iStation, TCM math scores, scores for STAAR, and other school-wide data). Teacher, student, and parent survey results and other sources of pertinent data were also reviewed as contributing data used to create the needs assessment (as listed) for the 2017-2018 school year. One of the themes for this school year was to highlight the importance of College and Career and thus to support goals with data driven systems that drive instruction at every grade level.

Based on overall state-mandated testing results, Chester Jordan continues to excel. Each year since 2013, the school's data has risen. Data for the 2016-17 school year is presented below, but note Chester Jordan has garnered THREE STAR, STAAR Distinctions and they are as follows:

ELAR Distinction

Closing the Achievement Gap

Student Progress

Chester Jordan has Met Standard and did not acquire any SafeGuards. All student subgroups excelled. Overall, Chester Jordan's STAAR data shows that students in all content areas assessed are performing ABOVE state standards and above district average. Chester Jordan results also showcase that students in our English Language Learning and Special Education groups are excelling also. These two student groups placed #1 of all SISD campuses regarding data on STAAR results.

Our 2016 STAAR results and lower grade level testing data showed gains. The campus moved data overall and for all student groups. A summary of results is listed below.

Reading 84%

Science 80%

Math 85%

Writing 83%

This data indicates that student data is above state standards and above district average for all campuses. The gains are also indicated from school year to

school year. The intervention plans in place to include SMART Academy during school, after school, Saturdays and Intersession are working.

A strong component for success is Our School-wide Title I program. Next school year will consist of parent involvement activities facilitated by a full time CIS coordinator, Temporary Instructional Assistants (TIA's) who provide interventions to at risk students in all areas of instruction and an at-risk aide, who works with at risk students. Our State compensatory Program (SCE), consists of Temporary Instructional Assistants, who provide interventions to at risk students, and a librarian assistant, who works with at-risk students in the lower grades and 2 Instructional Coaches for the campus. Our Title III program provides Temporary Instructional Assistants who works with at risk students in various grade levels.

The following data is for sub-populations (STAAR) on campus:

Index 1, 2, 3, 4

District Writing Benchmarks

Kinder - 85.32% 1st - 93.7% 2nd - 91.34%

TCM

Kinder-94.4% 1st - 94.62% 2nd - 97.69%

Milestones

Kinder - 87.4% 1st - 69.47% 2nd - 75.19%

iStation

Kinder Tier I - 54% 1st Tier I - 76% 2nd Tier I - 92% 3rd Tier I - 84% 4th Tier I - 75% 5th Tier I - 78%

Overall lower grade level data has shown growth all school year.

Student Achievement Strengths

The data that Chester Jordan has attained over the last five school years provides strong evidence of student growth, progress and success. In just five school years, the school's overall data and by grade level has moved from the bottom three of all elementary schools, (of all grade levels, in all content areas in our school district) to above state and district averages. These upward movements in data substantiate some of the changes that were made last school year: A Master Schedule continues to be utilized by the entire campus; A SMART Academy Intervention system is utilized after school, on Saturdays, during Intersessions and during the school day and a during-the-school-day Intervention program is utilized to ensure that we are providing intervention to all groups of students, while simultaneously providing Enrichment to the students who we are supporting towards Advanced levels on STAAR. A few programs of choice on our campus are those that support Balanced Literacy, Guided Reading and Guided Math. Our campus was trained in the following this last school year, which we will use to propel us into year 1 hands-on experience: AVID, PLTW, PBIS and Social and Emotional Learning (SEL). The campus has been provided with the following Professional Development trainings, which will be utilized for math, reading, writing, social studies and science: Kim Sutton Creative Math, Singapore Math, Kagan, Empowering Writers, AVID, PLTW, Johnny Can Spell, Dyna Zykes, Fundamental 5 and more.

Our Writing this last school year, which specifically targeted prior SafeGuard sub-population (ELL) in school years past (the school no longer has the SafeGuard) was supported by the strategies outlined in the Empowering Writers structure, utilizing the methods of the Writers Workshop.

Overall, the focal points behind The Fundamental Five will provide synergy to what our campus attempts to accomplish academically; a PLC (Professional Learning Community) infusion that will continue next school year and the components of a PBIS system that will help our team to use Positive Behavior Methods for all stakeholders.

Writing scores on campus showed great gains contributing to the school's attainment of a STAAR Star Distinction in English Language Arts, specifically in our ELL student group from 2015-16 to 2016-17. The vertical alignment of writing is taking shape on our campus. Third and fourth grades continuously attend specific PD sessions to 1) close achievement gaps and 2) provide vertical alignment. Second grade will be asked to attend in the 2017-18 school year, while all grade levels will vertically align Johnny Can Spell strategies for grammar, writing and ELAR. Teachers have been provided with varied writing PD sessions on and off campus, for example Empowering Writers sessions were provided through Region 19 and 3rd Grade teachers were invited to go in our attempt to vertically align the writing. Second grade will attend in 2017-18. A state SafeGuard was placed on this sub population, the school year before the 2017 data results were provided. Our team of teachers monitored the data and reviewed prior year's writing benchmark data in an attempt to target student needs. Johnny Can Spell continues to become a staple of grammar infusion at every grade level. Overall writing data for each grade level (district initiative) is as follows:

Kinder 2016 Data 85.32% 2017 Data 85.61% (+.3%)

1st Grade 2016 Data 93.7% 2017 Data 90% (-3.7%)

2nd Grade 2016 Data 91.34% 2017 Data 95.16% (+3.8%)

3rd Grade 2016 Data 92.74% 2017 Data 92% (-.7%)

5th Grade 2016 Data 90.91% 2017 Data 98.17% (+7.3%)

Note: 4th grade results will be provided as a result of STAAR data 2016-17 results.

iStation is a district Reading Protocol assessment provided both formatively and summatively to student to gauge their growth all school year. The following results provide insight into student standards in 2016-17:

Kinder Tier I (At Grade Level) 62% Tier 2 (Approaching Grade Level) 26% Tier 3 (Below Grade Level) 12%

1st Grade Tier 1 57% Tier 2 30% Tier 3 11%

2nd Grade Tier 1 89% Tier 2 5% Tier 3 6% (Second grade students will take STAAR reading in 3rd Grade)

Bilingual - Bilingual students continue to make gains. In the 2016-17 school year, Bilingual students excelled at great rates with STAAR initiatives, placing most grade level ELL sub groups above state and above district averages, in some cases as the #1 performing Bilingual group in the school district. This school year, students were exited in greater numbers. Many students accomplished English Proficiency goals on the state's proficiency test, TELPAS. The program systems put into place this school year will help to continue ensuring the EXIT levels in this program increase yearly. Systems implemented will also address the Professional Development needs of teachers who will use these skills to meet the student subgroup's overall needs. The Early Exit Model utilized by the school district will continue to be the method by which to exit our students, but a "Transitional" format in some grade level bilingual classrooms will help students to work with their monolingual counterparts on a consistent basis with a strong 60/40 Model in place. SIOP training was provided to all bilingual teachers this past school year, strategies that will provide students with more and unique ways to communicate, learn, and succeed. Next school year, the goal will be to increase passing rates by 10% in all content areas for this group of students.

Special Education - STAAR scores for this population had historically been below district averages. These last few years, scores have gone up. In 5th Grade, 2016, STAAR Scores for this sub population are as follows:

Math - 100% Met Standard

Reading - 85% Met Standard

Overall, this group of students have attained STAAR results above district and state averages and in some cases, this group of students sit at the top of all campuses in the district regarding overall results. The program continues to follow the STETSON model approach. The structure to the program provides more inclusion opportunities for all students. Our Special Education teachers will all work closely with their regular education counterparts to provide team teaching to all students. Students in our Self Contained Units a few years ago have fully transitioned into inclusive environments to ensure the rigor of the program is available for all students. The goal for the 2017-2018 school year is to increase passing rates by 10% in Reading and 5% in Math. In-school pull out intervention programs (SMART Academy) will provide intense and targeted intervention for students in this subgroup. After school tutoring will be provided from semester 1 and all school year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students in 3rd grade have a 78% pass rate on STAAR 2016-17 for reading. Scores had decreased about 2% over the school year prior. **Root Cause:** Second grade experienced the need to hire new teachers mid-school year, the year prior to this last group of students being promoted to 3rd grade.

School Culture and Climate

School Culture and Climate Summary

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. The overall climate of the campus will represent a campus that is creating successful outcomes for students. Overall parent, student and staff survey results are up from the last survey and all data is above 3.0. An action plan to address any data lower than the norm. was submitted to the school district and will be addressed in this plan.

School Culture and Climate Strengths

Strengths in Safety

Students, parents, teachers and staff feel safe at Chester Jordan. School Climate surveys have also provided this feedback. School Climator Surveys have also found parents, students and teachers to be happy with their learning environment. The school received a 3.76 (out of 4) rating on the survey regarding "My teacher believes I can learn", student survey. This indicates that children are happy with their learning opportunities. Parents also feel that the building is clean receiving a 3.52 (out of 4) rating and parents feel comfortable speaking with their child's teacher receiving a 3.59. Staff at Chester Jordan feel that their administrative team treats them with respect and that they feel confidence regarding their positions on campus, receiving a 3.63.

The Socorro I. S. D. District Service Center conducted monthly surprise safety audits. Chester E. Jordan passed 100% of all audits this past school year and received honorary mention for it's safety measures. Teachers provided all students with safety lessons on varied types of drills (fire, lock down, reverse evacuation). All drills were conducted in accordance with SISD policy. Parent survey results also indicate that CJE is doing well with safety measures. Safety was a topic provided to parents at all Coffee w/ The Principal meetings; to employees and staff at SIT meetings, safety meetings, instructional leadership team meetings, Friday grade level meetings, faculty meetings and varied grade level round table meetings. An Emergency Operation Plan was created to ensure that there is a plan of action for many and varied safety-related incidents. Our Critical Response Team monitors the plan and meets periodically to discuss safety initiatives on campus. This school year, for example, safety kits to include first-aid supplies, water, and other important drill items were created and given to each class teacher.

Chester E. Jordan passed all building safety inspections.

The school's safety zones around our school and drop off/pick up zones were also addressed in the 2014-15 school year and continue to be important specifically for student drop off and dismissal peak times. School zones were monitored by SISD Police periodically throughout the school year. Six cross guards were hired to work at crosswalks in an around the campus last school year. One monitor was hired to work specifically with Pre K students and 7 Temporary Instructional Aides were hired to aide each Pre K teacher in each classroom. One full day SISD officer was hired to monitor and patrol our school. Canopies were added to each side of the building two school years ago and continue to be our students dismissal area and safe haven when dismissing. Crosswalks, speed bumps and yellow warning lines are touched up and added as needed, marking boundaries for students away from danger

zones. Our Safety Committee met monthly to discuss updates and to address areas of concern. As one example, it was determined that our speed zone on Jason Crandall continues to be a concern as community residents continue to speed through our zones at peak hours. Administration does periodic checks and works with cross guards in this area, helping to direct traffic. Administration, along with feedback and support from the local community, contacted our city representatives to help with extending the school zone on Jason Crandall two years ago and this has helped. We ask that our community please continue to monitor these zones and contact city when in need as these streets, in some ways, fall out of the school's jurisdiction. This was much needed as the extended zone and signs have provided some help, particularly in the morning during our peak drop/off time frame. This school year 2016-17, a brand new extension, overflow parking lot was added to the lot at Jason Crandall to accommodate our growing community of students and parents.

The Critical Response Team, made up of administration, counselors, Instructional Leadership Team members and teacher representatives (both from SIT and EPAC) discussed the Emergency Operation Plan and updated the plan for last school year. The team will meet again this summer (2016) to discuss and update as needed. The plan will be sent to all staff and will be our reference for all emergencies on campus. Along with the plan, all drills (fire, evacuation, etc.) were addressed this school year, each semester as per our School District expectation. The plan will be updated for 2016-17 and will include updates from the school district.

Strengths in Attendance

This year we maintained our campus incorporated a large Pre K Hub for the new feeder pattern. The average attendance rate for the hub was approximately 92%. This factor along with the high mobility rate our school experiences as an overflow campus and which has a military base of student 25% strong has created a 97.00% attendance rate last school year to 95% this school year. New attendance initiatives will be established next school year to help ensure PRE K students are attending school regularly. A beginning-of-year parent handbook will be provided, which will outline the specific behind attendance policies to include House Bill 5 (HB5) mandates and the states law, The 90% Rule, which states students MUST be in school 90% of the school year that school is offered. An attendance letter to create awareness will also be sent home to all parents, as needed and attendance documents will be included in the Beginning Of Year documents that will be sent home to parents. The Principal's Plan for attendance will also be included in these documents sent home at the onset and will be posted online on Chester Jordan web site. Attendance warning letters will be sent home when a student is over 3 days unexcused and/or begins to show a pattern of absences that may lead to Loss of Credit for the school year (90% Rule). Phone calls will be made by the administrative team and meetings will be set up parents. Intervention plans (Intersession SMART Attendance Camps) will be provided to help with attendance matters, but and most certainly, the school will submit chronic cases to our attendance court JP4. Our goal for the coming school year is to be at or above 97% every month. Pre K, like First grade the school year prior, is a grade level which continues to experience high numbers of absences. This cohort of students will now enter Kindergarten, thus the grade level will be monitored strictly for attendance concerns. Attendance court will be utilized for those absences that exceed district and state minimums and state policies will be strictly enforced this coming school year. In the 2014-15 school year, of the 1,100 students enrolled, 15 students were at risk of losing credit for the school year due to missing the 90% attendance rule. These students, as were students who garnered more than 5 unexcused absences, were invited to our Intersession Attendance camps, run by our CIS (Community in School Liaison), teachers and PE coaches. These S.M.A.R.T. Attendance camps were very successful. In the 2016-17 school year, the attendance clerk and administrator in charge of attendance will monitor attendance weekly to ensure students are in school and teachers will continue to contact parents daily when students are absent. Phone calls will be documented in Eduphoria, an in-house record keeping system.

Strengths in Discipline

Last school year, our student population was steady at about 870 students. We were an overflow campus for the school district and we have a strong military base of students. We welcomed 23% of our overall population, military students. We also welcomed students from neighboring schools as an overflow campus. The campus one of the highest mobility rates in the district. Discipline measures were addressed. Referrals were down and created a sense of safety for all stakeholders, as indicated on student, parent, and staff survey result. As an overflow campus and one that houses many new military students, mobility can be high and thus the adjustment to change requires counseling and administrative action, as needed. This year our PEIMS data indicates that we had a total of 73 discipline referrals to the office. 75% of those referrals were one time offenses. Of these referrals 10 were repeat offenders.

By providing a strong sense of belonging and enforcing a strong culture that believes in the I am NOT a Bully! philosophy, the campus continues to support anti-bullying activities on campus. Our counseling program continues to create new groups of students that the team works with daily to ensure they are adjusting to any concern posed by the student, the teacher or the parent. Our Breakfast Club, for example, has created many new positive outcomes for our students. These students help to move breakfast items to and from our classrooms daily. These students are students who meet school and classroom initiatives. Next school year, the Community In School coordinator will work hand in hand with our counselors to provide a strong team dedicating to ensuring students are safe and happy at school. Goal setting opportunities for students will begin early this school year. Last school year, the counseling team and administration met with all upper grade students to create goals for success and goals for STAAR. The plan will begin from the onset and will include all grade levels.

Our Olweus Bullying Prevention program kickoff in August helped to create a series of lessons weekly by each teacher, grade kinder through 5.

Our Self-Contained Academic units were dissolved and all students were placed into the general education population where Special Education teachers worked in the classroom. This has created a new culture for our students and safety concerns have become almost 0 to none.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School teachers experience feeling overwhelmed at work, 57% of the staff a positive decrease of 10% from the last survey, but still a large percentage. **Root Cause:** The campus is an overflow campus that requires the overflow system to be consistently monitored from beginning to end of year. Systems have been in place, but will require maintenance and tweaks.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Direction 3 in SISD indicates that we will provide services and benefits to attract, retain, and offer growth opportunities for highly qualified staff.

Our teacher staff has grown considerably over the last school year. With close to 130 staff members on campus, for an elementary Pre K through 5th this being quite large, the campus has created systems for new teachers and teachers who are seasoned to support their learning, retention and knowledge base.

New teachers are provided with the following, a system to support new staff to our campus:

BFF Mentor for this school year

Observation time in mentor's classroom.

School calendar and Master Schedule

Orientation on campus expectations, systems, standards.

Professional Development on campus programs in place

In the 2016-17 school year, 3 school teachers retired. Chester Jordan replaced teachers mid-year and due to open slots, a total of 5 new teachers were hired. Two of the new teachers on campus were 1st year teachers. The others hired were experienced.

Due to the campus growth, with many new faces on campus and larger grade levels, we are proud that our efforts are represented as follows for the 2017-2018 school year:

Grade # of Teachers

Pre K 8

Kinder 6

1st 6

2nd 5

3rd 6

4th 6

5th 6

Staff Quality, Recruitment, and Retention Strengths

This year we trained and revisited many instructional best practices like Daily 5, Kagan, Guided Math, Guided Reading, Balanced Literacy, Johnny Can Spell, Olweus Bully Prevention, Habits of Mind, The Get Smart Method, Building Academic Vocabulary. We implemented Instructional Rounds district and school-wide with the intention of collecting data and trends with regard to our instructional practices and student engagement. Our underlying goal was to help teachers understand how to engage students in RIGOR while delivering the academic content.

We continue to promote our core values of trust, thinking and teamwork to maintain a high morale and respect to all employees. We strive to maintain an efficacious professional learning community by facilitating vertical teams, faculty meetings, ½ day trainings, and grade level meetings on a weekly basis. We engage in AVID, PLTW and PBIS initiatives and endeavor to create PS sessions that offer resources for studies, professional discourse, and sharing of ideas on a regular basis.

This school year, we will recognize employees with monthly “Hall of Fame” certificates, which offer staff and teachers to be highlighted, monthly, for the above and beyond accomplishments and contributions to the campus. We celebrate birthdays and strive to recognize all employees regularly in order to maintain a positive learning environment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Chester Jordan's staff has grown by 10% the last 2 school years and requires the need to continuously provide Professional Development and Mentor support to ensure that 100% of our staff are capable of working on this overflow campus, which can create new teachers to be overwhelmed and leave the profession. **Root Cause:** The overflow process creates a high frequency of student transitioning in and out of the classroom at every grade level, all school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Direction 2 in the Socorro Independent School District will increase student performance in all assessed areas to ensure that they are provided the opportunity to graduate college and career ready.

Chester E. Jordan Elementary has become a stronger data-driven campus this 2016-2017 school year. With STAAR data, iStation data, and TCM (math) data in hand, along with all other data garnered this school year, intervention opportunities for students will begin early in the school year. Tutoring, for example, will begin in the 1st 9-week period. We will also have intervention opportunities during the 1st intersession break of the new school year. The data aforementioned will be the driving force behind these tutorial sessions. Last but not least, students will be provided with common ongoing assessments every 3 weeks to ensure that we are monitoring data at the campus and district level. Pacing then will be a key component next school year.

To assist students last school year, technology purchases utilizing Title I monies helped our entire at-risk sub population of students with campus, district and state goals and objectives. Approximately and between \$20,000 to \$30,000 of these funds were utilized to purchase technology items like iPads, nooks and laptops for students, creating quicker access to computer programs; projectors for classrooms; and associated parts. As the school year closed, our Technology Committee provided a survey to staff to understand the need in depth of the classroom teacher. We will look at purchasing iPads, program licenses and computer monitors. The entire staff will participate in technology PD sessions this summer at Pebble Hills High School where they will garner the much-desired technology updates they request and their GT updates for the school year.

Our Instructional Leadership Team comprised of the school Principal, two Assistant Principals, two SCE-Instructional Coaches, two counselors, the school's diagnostician, and the school librarian met on a weekly basis to study and engage in professional discourse about best practices in core subjects, Fundamental 5, programs on campus, STAAR data, common assessment data, overall data, and instructional goals of the campus. They shared ideas with their colleagues and implemented instructional practices, which were then shared at weekly teacher Friday Grade level meetings, SIT and after-school meetings.

Curriculum, Instruction, and Assessment Strengths

Strengths In Math

Teachers used a variety of instructional strategies to accomplish school goals this past school year. Small group instruction was provided by teachers each day of the school as the school's overall master schedule has strategically built in Intervention opportunities throughout the school day. The after-school SMART Academy initiatives will begin in the 2nd semester, 2015, after first 9 week period, for approximately 45 minutes to 1 hour. Staff Development provided by SCE-I coaches provided support for all content areas and targeted the following areas as fair new vertical initiatives on campus: AVID, Johnny Can Spell, PLTW and PBIS. In years past, teachers have been provided with updates to PD or new PD as follows: Kim Sutton Creative Math, Singapore, Johnny Can Spell, Dyna Zykes Foldables, Kagan, Fundamental 5, Empowering Writers and more.

According to the STAAR raw scores last school year, Chester Jordan had the largest gain in the school district, overall when compared to other campuses in this district. Our goal to creates gains for all students will continue.

TCM Math scores (district math assessment initiative) provides that % of the kindergarten students met the standard for their grade level, % in 1st, % in 2nd, and % in 3rd. At the kindergarten level % of the students scored at the commended level while 8.8% of our 1st graders were commended. In 2nd grade % scored at the commended level and at 3rd grade % scored at the commended level.

Strength In Science

Our science vertical team met each month though out the year. Grade levels also met every week to discuss science TEKS. Strategies were shared with colleagues and implemented in the science lessons. The science lab was utilized more this school year and was organized to meet the needs of all grade levels.

Strengths In Reading

This year we continued to support a Balanced Literacy approach to teaching reading. Guided Reading techniques infused with Kagan structures provided a strong basis for all teachers to provide efficiency in Daily 5 initiates, one of which is to provide small group instruction to those students in need. If time allows, we will designate model classes in Kindergarten, 1st, 2nd, 3rd, 4th and 5th grades next school year. Kagan strategies, collaborative in nature, were also implemented this school year. Our i-Station end of year summary reports show that every grade level made gains overall with students making approximately a year's gain.

After analyzing the i-Station end of year reports, we found that kindergarten had an average gain of 1 year, 1st grade had an average gain of 1 year, 2nd grade had an average gain of 1.3, 3rd grade had an average gain of 1 year, and 4th grade had an average year of 1.5. All information and analysis can be found in the needs assessment binder.

Our Instructional Leadership Team will continue to meet weekly next school year. As a new team last school year, much had been done to review data and

provide PD to teachers on how to use and read data. The philosophy behind Guided Reading and Balanced Literacy will continue to be utilized this coming school year. C Scope will continue to provide the organization needed for the reading team to move students forward. iSTATION results indicate that there are gaps and TEKS academies will be used this summer to help teachers analyze their data last school year in an attempt to make needed changes in 2014-2015.

Strength In Writing

Our Language Arts vertical team has met throughout the year to align instruction with the Write from the Beginning rubrics and TEKS to strengthen our school wide writing program and we have implemented instruction from Empowering Writers. We implemented school wide writing prompts and these were analyzed by the Language Arts vertical alignment committee.

After analyzing our last writing prompt, our committee saw strengths at every grade level: In Kindergarten and 1st students are using capital letters and periods. They are maintaining their focus on the topic. In 2nd grade the students are no longer just listing. They are beginning to write more focused paragraphs. Our 3rd graders are writing a more structured piece using graphic organizers to keep them focused. Our 4th graders show the use of good beginnings and conclusions while spelling is improving. Our 5th grade students are staying on topic.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Reading scores in all grade levels continue to rise, but not at rates that are desired, scores moving at 3% to 6% gains in 2 years, for example, thus continued reading initiatives and PD sessions are needed to vertically align the campus. **Root Cause:** Reading components are varied and many, which required specific attention to Categories (and components) within Reading.

Family and Community Involvement

Family and Community Involvement Summary

Direction 4 in Socorro ISD will promote and support active parent and community engagement in the education process to improve student achievement.

With the assistance of our Community in Schools (CIS) Coordinator, we will reach out to our Chester E. Jordan community in many ways. We are truly a community of learners! Our CIS will assist with at-risk students and simultaneously with all parents on campus to ensure that parents are addressed in the areas of military needs, at-risk needs, ELL needs, and that the climate for all parents is positive so that they are able to support all of our new and old initiatives next school year.

Latino Literacy, a program for parents of bilingual parents, was a huge district initiative. It was a huge success to those parents who partook. The 2017-17 school year will be a year where the program will grow. Parent workshops will be offered once a week on various topics that our community has requested and Coffee w/ The LION LEADER will continue, but will be focused on evening sessions as the morning sessions are not accessible to many parents. As a first year launch for AVID, we will utilize the program initiatives to continue to reach out to our parents in our attempts to continue to build the College and Career awareness initiatives we are working on with students at each grade level, Pre K through 5th.

Family and Community Involvement Strengths

Many parents sponsored other after school clubs and activities such as soccer, field and track, basketball and art. Our goal as a school community is to nurture the whole child by promoting the academics, leadership and social skills. Our school coaches were instrumental in this initiative, volunteering their time to also coordinate after-school events, like basketball leagues in the varied grade levels. Our goal is to recruit parents after school to offers after school enrichment programs like Karate, Chess, Cooking, Non-native language instruction, arts & crafts and more as needed.

Each 9 weeks we host a Family Night that promotes reading, writing, technology, math, and science. This year we have increased our participation. Next school year at the onset, we will endeavor to provide a military fair where military parents might stop by to visit booths offering an array of information regarding the local community, SISD and Chester Jordan. The average parent participation each night was approximately 456 compared to 218 last year. The students look forward to this evening as a time to share their knowledge and skills with their classmates by engaging them in games and activities that promote thinking. The parents are very supportive of our family nights. The same night offers parents the opportunity to honor their Terrific Kids. The evening is also used to bring together our community through events like our first-ever Parent/Child School Dance and Movie w/ Pancakes Night.

Every 9 weeks, next school year, we will endeavor to provide school-wide events that will attract parents, beyond Family Nights and school festivals. The goal is to have all parents interact with students at themed nights that will target each core content area. The utilization of AVID strategies will help to

create such events. Chester Jordan will also create more opportunities for STAAR parents nights. Instructional Leadership Team members will be an integral part of this overall campaign. Our goal is to provide parents with information and strategies that will help them to teach their children so that they can use them at home to promote thinking. Our hope is to begin the school year 2017-18 with an Olweus Kick off event like a UTEP football game and end with one like a UTEP Basketball game. Along the way, we would like to offer family nights on campus that include a Terrific Kids ceremony, Math/Science/Writing/Reading activities and a themed dinner to help raise monies for the campus that will give back to our students in the form of a Marquee, playground equipment and more. We will also look at off campus family night opportunities at Peter Piper, Chic Fil A, and other local PIE places.

We recently formed a strong partnership with Fort Bliss, our Partner's In Education, 31st CSH (CASH). Our 31st CSH has been quite visible attending and supporting most events on campus during and after school. They have also attempted to help us with morning traffic patrol. Their presence has created a safe environment.

We continue to maintain a strong partnership with the University of Texas at El Paso (UTEP). In years past we hosted many interns and hope to host many more in the 17-18 school year. This partnership is extremely valuable to our entire community. We are committed to nurturing and supporting our UTEP students in order to produce highly qualified teachers that will soon work for the Socorro Independent School District. We hope to create a new and added allegiance with UTEP regarding the Olweus anti-bullying program and our green team efforts.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Our Chester Jordan community has an active military population and is an overflow campus, thus the mobility rate is high. Many of our families work during these key school hours. **Root Cause:** The overflow status in one of the fastest growing communities in the region creates the need to overflow students.

School Context and Organization

School Context and Organization Summary

Chester Jordan Elementary is an overflow campus for the Pebble Hills Feeder Pattern and the largest in the school district. As an example of mobility, one 5th grade teacher experienced transitioning 25 students in and out of her classroom in one school year. The school has a strong military sub-population, about 25% of the overall student population. The school is also a Pre K hub for the feeder pattern, housing 300 students for AM and Pre K sessions. Chester Jordan is also a campus that follows the STETSON model for inclusion, which means that all students begin in the general education classroom and teachers both regular education and special education move from class to class to accommodate these students in their classrooms. The campus is a LEED Silver Certified Green campus, the only one in the region. The school houses close to 1,100 students with a high sub-population of special education students and Language English Proficient (LEP) students. Taking all of the factors into account, the campus is unique. A few structures in place to provide support are the following:

STETSON Model for Special Education SubPopulations

AVID structures are now in place in 3rd grade and will align to 4th in the coming school year

A school-wide master schedule is utilized to interlink every program on campus

Tier II intervention time frames are built into every reading and math block on the master schedule

SMART Academy intervention for students during school, after school, Saturday and during Intersessions is in place

PBIS structures are beginning year 2 at Chester Jordan

A Green Team supports and upholds the integrity of our Green endeavors

We are launching PLTW initiatives this year to provide STEM initiatives to students

PLC Fridays

Robotics camps are offered periodically throughout the school year

Chess initiatives will be offered this school year

In a nutshell, these are but some of the overarching initiatives that will provide the strong launch board for the 2016-17 school year for all.

School Context and Organization Strengths

Chester Jordan's Master Schedule is the glue that holds it all together. Grade level schedules, PE schedules, lab schedules, library time and everything we do revolves around PE and this particular schedule. All associated schedules, TIA, SCE-I, library, science lab, station lab and all other schedules are then built in. The schedule also provides for Tier II time at reading and math (30 minutes above the required block time) for specific intervention. Duty schedules are in place for before school and lunch time frames. Teachers take turns, weekly, being on duty from 7:20 am to 7:40 am. All support team members and administrators are on duty as well. Lunch schedules provide time to eat and to go outside. Schedules for lunch are built so that upper grade and lower grade students go to lunch staggered after each other so that when they are outside, they are monitored in different areas on the school ground area, benefiting discipline issues at lunch. Fridays are scheduled to support teachers for PLC data dig/ planning sessions. Mondays offer the Instructional Leadership team time to meet and discuss the initiatives of the campus on a weekly basis, which is then provided to PLCS, SIT and Faculty meeting stakeholders. The SMART Academy offer enrichment and intervention opportunities for students during school, after school, on Saturdays and during intersession breaks. The SIT committee meets once a month and is comprised of teachers and campus personnel to include a district representative, parent and community member. Through SIT, departments, grade levels and staff collaborate and provide feedback on highlights, events or even concerns. The CIP is monitored through this committee and evaluated. A data room is provided to teachers and staff to highlight patterns of strengths and weaknesses in varied areas and is interactive so that teachers and staff are able to move data, review and react to data. The goals of the campus next school year will be:

- 1) To infuse College and Career awareness
- 2) To infuse Technology to its fullest in the classrooms and via PD to teachers and staff and by providing the necessary hardware and software
- 3) To provide a basis for PBIS to flourish on campus
- 4) To create an awareness for CHESS, a game that has been researched to support thinking, collaboration and sportsmanship
- 5) To create strong programs that revolve around each of the content areas, especially writing and science, areas tested in 4th in 5th

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The overflow process has created a 5% increase in mobility, yearly for the last 4 school years with the goal to create stability at 1% per school year. **Root Cause:** The community continues to grow at record rates.

Technology

Technology Summary

Chester Jordan has three computer labs for student use. The labs were recently upgraded, completely, for students to include brand new 0 Client computers with 19 inch monitors and new mouse and keyboards for every computer in the 3 labs. The labs also contain an IWB to have students interact with the lessons. Beyond the labs, salvaged computers from our computer labs were moved to classrooms. Where two coputers existed in many classes, now all classrooms are equipped with at least 4 desktop computers per classroom. All classrooms are equipped with IVEPO projectors. The district Instructional Officer for Technology, Ms. Denisa Morales, provides support to teachers, staff and students. She works with grade levels to provide support during PLCs and PD, per request. Overall, the technology upgrades have provided students with user-friendly technology-based learning environments. This last school year, the Technology Committee created a survey of items needed on campus and per Title I funds, the items were purchased to include projection bulbs, IPEVOs, IWB styli and approximately between 100 to 200 new ipads, nooks and laptops for students.

Technology Strengths

Chester Jordan's Technology Committee this school year inventoried all iPADS, laptops and other mobile technology and utilized a check in/ out system to provide technology to teachers and students.

Our overall state STAR results for the campus indicate that we are moving in the right direction. We have an overall rating of ADVANCED

Professional Development opportunities were provided to teachers by our Technology Committee and by our Feeder Patter Instructional Specialist to include training on EdMODO, iStation and other programs that support blended learning in the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Student population has grown from about 750 in 2012 to 1,100 students in 2017 to include 300 Pre K students, requiring the need to increase technology items on campus, interactive items for students, by 10% in 2017-18. **Root Cause:** The campus continues to experience a large influx of students in this fast-growing community.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

Parent/Community Data

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

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 2017-2018 school year, Chester E. Jordan Elementary will implement the Emergency Operation Plan, updated from 2016-17 to ensure that 100% of its stakeholders are aware of our safety goals and objectives in 2017-18 utilizing school surveys, parent meetings and garnering feedback from our stakeholders at family events.

Evaluation Data Source(s) 1: A critical response team survey will be created and provided to our stakeholders if one is not provided by the school district by September 30th, 2015 with the goal being to meet all critical response objectives 5% over last year's goals.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue with objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) The Chester E. Jordan Critical Emergency Response Team will update the Emergency Operation Plan, which will outline the overall safety plan for the 2017-18 school year.</p>		Administration, Counselors, SCE-I Coach, Librarian, Teachers, Nurse, CIS Liaison, Cafeteria Manager, Head Custodian, School Secretary	Safety Drill Documentation School District Safety Audit Documentation Minutes from Critical Response Team Meetings Communication via Newsletters, Web Site, Flyers Safety Lesson Plans and student sign-in sheets			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) School Community in School/ Parent Liaison will conduct safety meetings for Parents on a mostly basis to ensure our parents are aware of safety protocol at school and for events during and after school to Coffee with the Principal Meetings that serve the same purpose.</p>	2.0, 10.0	CIS/ Parent Liaison, Administration, Counselors, SCE-I Coach	Drill Efficiency (Fire Drill Evacuation within 2 minutes) District Feedback			

<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Maintain an effective relationship with local police, fire, health, and emergency services to include our military partners in education. Military team will continue to help with morning traffic duties and events throughout the school year.</p>	<p>1.0, 2.0, 9.0, 10.0</p>	<p>administration, CIS, counselors</p>	<p>Monthly or semester meetings with teams</p>			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Teachers and staff will be on duty before school begins and after school.</p>	<p>1.0, 2.0</p>	<p>Administration Support Staff Coaches Teachers</p>	<p>Survey feedback</p>			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>5) The WATCH Dog Program will continue at Chester Jordan. The program provides the opportunity for fathers and father figures to volunteer on campus to help with safety initiatives.</p>	<p>1.0, 2.0</p>	<p>Administration Counselors</p>	<p>Survey Feedback</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: For the 2017-2018 school year, Chester E. Jordan Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios. .

Evaluation Data Source(s) 2: A school or district safety survey will be conducted the 2nd semester of 2017-18 school year to provide feedback on our goal to meet 100% of all safety requirements.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: All safety drills will continue to take place.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Teachers will be provided with lesson plans regarding safety drills to be presented to students within a time frame and with a given deadline.</p>	1.0, 2.0, 9.0, 10.0	teachers	Timed drills will be under the required time (i.e., 2 minute max evacuation during a fire drill). District Safety Audits			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) The campus will utilize the revised Emergency Operation Plan for the 2015-16 school year, which includes drill information.</p>	1.0, 2.0, 9.0, 10.0	teachers, administration, counselors	District Safety Audits			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) School cameras will continue to be utilized daily by our front office team.</p>	1.0, 2.0, 9.0, 10.0	administration, front office staff	continue to pass district safety audits and campus drills			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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















Performance Objective 3: For the 2017-2018 school year, the total number of disciplinary incidents at Chester E. Jordan Elementary will decrease by 5% from 55 to approximately 50 maximum referrals for the school year, those considered level 2 and 3, utilizing PBIS and SEL strategies.

Evaluation Data Source(s) 3: District generated reports will be provided to staff to evaluate the 2nd semester of 2017-18 school year in our attempts to meet a 5% decrease of disciplinary incidents over last year's results.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: We will continue with strategy.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Students will be provided with a comprehensive school-wide behavior management program (PBIS) that will ensure instructional time is not spent addressing disruptive behavior issues, incorporating Jordan's overarching 3 expectations: Be Safe, Be Responsible and Be Respectful and Be Hungry for Knowledge. Paper, ink, print shop and other needed resources will be utilized. Teachers will be provided training opportunity to implement this school wide objective.</p>	1.0, 2.0, 9.0, 10.0	teachers, counselors, administration, all staff	Student discipline reports ARMs Eduphoria			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Police Services will be invited to offer 5th grade students the D.A.R.E. program. Snacks will be provided if needed and paper/ink will be utilized. Other resources will be identified as the school year progresses.</p>	1.0, 2.0, 9.0, 10.0	CIS, counselors, teachers, administration	student discipline reports			

<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Teachers will maintain a discipline plan in the classroom, which will include the expectations, consequences, rewards, utilization of 4-quadrant approach to referral, system for notifying parents and Eduphoria documentation. Teachers will also contact parents before sending students to office after conducting their own investigation. Coaches will oversee all such matters at PE and update teachers. Administrators will address all final referrals.</p>	<p>1.0, 2.0, 3.0, 6.0, 8.0, 9.0, 10.0</p>	<p>teachers</p>	<p>student referral by teacher, by grade level data will show a decrease</p>			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Counselors will ensure ASCA model incorporates whole, small group and one-on-one counseling opportunities and presentations that coincides with grade level needs.</p>	<p>1.0, 2.0, 8.0, 9.0, 10.0</p>	<p>counselors</p>	<p>student discipline reports</p>			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) Coaches will provide weekly and/or daily lessons regarding discipline, used with a reward system. Paper, ink, supplies, as needed will be identified.</p>	<p>1.0, 2.0, 3.0, 6.0, 8.0, 9.0, 10.0</p>	<p>coaching staff</p>	<p>student discipline rates by month bully assessment data</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 1: For the 2017-2018 school year, Chester E. Jordan Elementary will improve its student state assessment scores in Reading, grades 3, 4 and 5 combined, by 10% over and as compared to the 2016-2017 state assessment scores from 80% to 90%, using Fundamental 5, AVID, PBIS and SEL strategies.












Evaluation Data Source(s) 1: STAAR data from 2016-17 to 2017-18

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We will continue using best teaching strategies.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutorials in reading on Saturdays, after school, and during intersession for all students who are at risk of failing	1.0, 2.0, 4.0, 5.0, 8.0, 9.0	teachers, administration, ILT, SCE-I Coach	RTI baseline data, IStation, benchmarks results			
Funding Sources: 211 - Title I, Part A - 30000.00						
2) Purchase additional reading materials to include dictionaries to ensure that the Balanced Literacy approach to teaching reading is fully supported with rich literature for guided reading, read alouds, and independent reading so that all students to include our Special Education sub-population are successful on STAAR, iSTATION and formal and informal assessments. Materials may be used also for STAAR testing. This includes the purchase of library books for our library and the resource Every Day Reading.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	administration, ILT, secretary	Data from benchmarks, i-Station, weekly tests, lexia, TELPAS will all show improvement in student scores			
Funding Sources: 211 - Title I, Part A - 30000.00						
3) Provide 2 curriculum coaches to work with at-risk students, students in general education and to ensure that teachers have the instructional skills to meet the needs of the students by providing in-class support, and small group or one-on-one intervention	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	administration, SCE-I Coach	Increased scores in all content areas on benchmarks, C-Scope assessments and weekly assessments, and classroom walk throughs by SCE-I coaches and administration will show that teachers are meeting expectations			
Funding Sources: 199 - General Fund: SCE - 110000.00						

<p>4) Provide student educational field trips aligned to the TEKS that afford students opportunities and experiences that are an extension of the classroom and address college and career readiness (i.e., Field trips to locations in our city, region that allow students to create hands-on, engaging, connections to state TEKS, for example a field trip to Cattlemans where students will understand the animal and plant traits in this region as they pertain to state objectives) or to local museums, the airport, UTEP, and specific movies that create connections between objectives for TRS purposes.</p>	1.0, 2.0, 3.0, 9.0, 10.0	administration, teachers, secretary	Increased student performance from beginning of year to MOY benchmarks, weekly assessments, and grades			
<p>Funding Sources: 211 - Title I, Part A - 3000.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Provide AVID as the structure for our students to help prepare them for college and career opportunities early in their educational lives. This will be year 1.</p>	<p>AVIS Site Team</p>		<p>Agendas will provide evidence that students are working towards goal 1, year 1 to become organized and accountable for their own learning.</p>			
<p>Funding Sources: 211 - Title I, Part A - 11000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>6) Acquire resources for students like IWB stylus pens, printers, scanners, projector bulbs, Interactive Support Projectors, In focus projectors, ipads, laptops, computers and other forms of technology to ensure that students are being supported with technology.</p>	<p>Teachers SCE-I Coaches</p>		<p>Student projects and assignments will all lead to student data progress.</p>			
<p>Funding Sources: 211 - Title I, Part A - 5000.00</p>						
<p>7) Book of Month campus Reading initiative to focus on Fig. 19 reading skills.</p>	1.0, 2.0, 3.0, 9.0	Teachers, SCE-I Coaches	Students assignments and projects to increase formative reading scores.			
<p>Funding Sources: 211 - Title I, Part A - 5478.00</p>						
<p>8) Students will use Storyworks as supplemental reading program to target reading comprehension skills.</p>	1.0, 2.0, 3.0, 9.0	Teachers	Students will have access to online resources and interventions. Summative and formative assessment scores will be increased by 10%			
<p>Funding Sources: 211 - Title I, Part A - 7011.00</p>						
<p>9) Students will utilize Brain Pop for supplemental support in all content areas.</p>	1.0, 2.0, 3.0, 9.0	Teachers	Students will increase formative and summative testing scores by 10% in content areas of math, science, reading, writing			
<p>Funding Sources: 211 - Title I, Part A - 2395.00</p>						
<p>10) Purchase of Movie Licensing to show movies of literature read in class upon request. TEKS objectives will be required.</p>	1.0, 2.0, 3.0, 9.0	Teachers	Students will interact with literature read in class in various modalities. Reading summative and formative assessments will increase by 10%			
<p>Funding Sources: 211 - Title I, Part A - 433.00</p>						
<p>11) Students will use Alice Nine to establish a concrete of reading and writing skills.</p>	1.0, 2.0, 3.0, 9.0	Teachers	Students will increase overall reading comprehension shown directly in Istation progress and checkpoints			
<p>Funding Sources: 211 - Title I, Part A - 1500.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>12) Students will increase their independent reading skills by using new library books. Campus goal is to have 20:1 ratio on library books to reinforce a campus reading culture.</p>	<p>1.0, 2.0, 3.0, 10.0</p>	<p>Teachers, Librarian</p>	<p>Students will increase their reading comprehension due to increased independent practice.</p>			
<p>Funding Sources: 211 - Title I, Part A - 10000.00</p>						
<p>13) Students will increase reading, math, social studies, science and writing scores by 15% in the category of masters grade level by implementing "pop charts" along with other researched based social emotional strategies from the book "Everyday SEL in Elementary Schools" by Carla Tantillo-Philibert.</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 9.0, 10.0</p>	<p>Counselors as trainers; teachers implementing strategies in the classroom</p>	<p>Students will increase reading, math, social studies, science and writing scores by 15% in the category of masters grade level.</p>			
<p>Funding Sources: 211 - Title I, Part A - 2300.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: For the 2017-2018 school year, Chester E. Jordan Elementary will improve its student state assessment scores and district Writing by 20% over and as compared to the 2016-2017 state assessment scores from 67% to 87%, using Fundamental 5, AVID, PBIS and SEL strategies.

Evaluation Data Source(s) 2: Final STAAR, 2017-18 data and district writing initiative data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: We will continue to make progress in Writing scores.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutorials in reading on Saturdays, after school, and during intersession for all students who are at risk of failing	1.0, 2.0, 4.0, 5.0, 8.0, 9.0	teachers, administration, ILT, SCE-I Coach	RTI baseline data, IStation, benchmarks results			
Funding Sources: 211 - Title I, Part A - 30000.00						
2) Provide a comprehensive intervention plan (SMART Mini Academy) daily during school using temporary instructional Aides, At-Risk Aide, counselors, instructional coaches, librarian, PE coaches and Library Aide to provide small group instruction to students who exhibit academic difficulty and to ensure that they will be successful on the STAAR and they also provide help with Kinder through 2nd grade I Station intervention to prepare for upper grades. Intervention will target students who were Tier III, Tier II or students who did not meet expectations on STAAR in 2015-16. Program will begin a few weeks after the school year begins 2015-17.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	teachers, administration, ILT, SCE-I Coach	Improved student performance according to MOY benchmarks, weekly assessments, MBSP progress monitoring			
Funding Sources: 211 - Title I, Part A - 0.00						
3) Purchase additional reading materials to include dictionaries to ensure that the Balanced Literacy approach to teaching reading is fully supported with rich literature for guided reading, read alouds, and independent reading so that all students to include our Special Education sub-population are successful on STAAR, iSTATION and formal and informal assessments. Materials may be used also for STAAR testing.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	administration, ILT, secretary	Data from benchmarks, i-Station, weekly tests, lexia, TELPAS will all show improvement in student scores			
Funding Sources: 211 - Title I, Part A - 30000.00						

4) Provide 2 curriculum coaches to work with at-risk students, students in general education and to ensure that teachers have the instructional skills to meet the needs of the students by providing in-class support, and small group or one-on-one intervention	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	administration, SCE-I Coach	Increased scores in all content areas on benchmarks, C-Scope assessments and weekly assessments, and classroom walk throughs by SCE-I coaches and administration will show that teachers are meeting expectations			
Funding Sources: 199 - General Fund: SCE - 0.00						
5) Provide student educational field trips aligned to the TEKS that afford students opportunities and experiences that are an extension of the classroom and address college and career readiness (i.e., Field trips to locations in our city, region that allow students to create hands-on, engaging, connections to state TEKS, for example a field trip to Cattleman's where students will understand the animal and plant traits in this region as they pertain to state objectives) or to local museums, the airport, UTEP, and specific movies that create connections between objectives for TRS purposes.	1.0, 2.0, 3.0, 9.0, 10.0	administration, teachers, secretary	Increased student performance from beginning of year to MOY benchmarks, weekly assessments, and grades			
= 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 2017-2018 school year, Chester E. Jordan Elementary will improve its student state assessment scores in Math by 7% over and as compared to the 2016-2017 state assessment scores, improving from 83% to 90%, using Fundamental 5, AVID, PBIS and SEL strategies.

Evaluation Data Source(s) 3: STAAR scores at the end of the school year 2017-18 and TCM Scores at the end of the year 2017-18 will show an increase of 7% over the school year prior results.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: We will continue to increase assessment scores in Math.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutorials in reading on Saturdays, after school, and during intersession for all students who are at risk of failing	1.0, 2.0, 4.0, 5.0, 8.0, 9.0	teachers, administration, ILT, SCE-I Coach	RTI baseline data, IStation, benchmarks results			
2) Provide a comprehensive intervention plan (SMART Mini Academy) daily during school using temporary instructional Aides, At-Risk Aide, counselors, instructional coaches, librarian, PE coaches and Library Aide to provide small group instruction to students who exhibit academic difficulty and to ensure that they will be successful on the STAAR and they also provide help with Kinder through 2nd grade I Station intervention to prepare for upper grades. Intervention will target students who were Tier III, Tier II or students who did not meet expectations on STAAR in 2015-16. Program will begin a few weeks after the school year begins 2015-17.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	teachers, administration, ILT, SCE-I Coach	Improved student performance according to MOY benchmarks, weekly assessments, MBSP progress monitoring			
3) Purchase additional math materials to include Fast Focus and Count Down to Math to support students. guided math strategies, station activities and student collaboration. So that all students to include our Special Education sub-population are successful on STAAR, iSTATION, TTM and formal and informal assessments. Materials may be used also for STAAR testing.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	administration, ILT, secretary	Data from benchmarks, i-Station, weekly tests, lexia, TELPAS will all show improvement in student scores			
4) Provide 2 curriculum coaches to work with at-risk students, students in general education and to ensure that teachers have the instructional skills to meet the needs of the students by providing in-class support, and small group or one-on-one intervention	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	administration, SCE-I Coach	Increased scores in all content areas on benchmarks, C-Scope assessments and weekly assessments, and classroom walk throughs by SCE-I coaches and administration will show that teachers are meeting expectations			

<p>5) Provide student educational field trips aligned to the TEKS that afford students opportunities and experiences that are an extension of the classroom and address college and career readiness (i.e., Field trips to locations in our city, region that allow students to create hands-on, engaging, connections to state TEKS, for example a field trip to Cattlemans where students will understand the animal and plant traits in this region as they pertain to state objectives) or to local museums, the airport, UTEP, and specific movies that create connections between objectives for TRS purposes.</p>	<p>1.0, 2.0, 3.0, 9.0, 10.0</p>	<p>administration, teachers, secretary</p>	<p>Increased student performance from beginning of year to MOY benchmarks, weekly assessments, and grades</p>			
<p>Funding Sources: 211 - Title I, Part A - 3000.00</p>						
<p>6) Provide Tier 1 instruction using desktops and Interactive White boards in the classrooms with online resources such as Istation, Lone Star, Stemsopes, Fundamental Five, PBIS and AVID to increase Math and other content areas assessment scores by 7%.</p>	<p>1.0, 2.0, 9.0, 10.0</p>	<p>Teachers</p>	<p>Increased overall academic scores</p>			
<p>Funding Sources: 211 - Title I, Part A - 5000.00</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 4: For the 2017-2018 school year, Chester E. Jordan Elementary will improve its student state assessment scores in Science by 5% over and as compared to the 2016-2017 state assessment scores, using Fundamental 5, AVID, PBIS and SEL strategies.

Evaluation Data Source(s) 4: STAAR Scores and 9 week's checkpoints will increase by 5% in the 2017-18 school year over the year prior.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: We will continue to increase achievement scores in Science.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutorials in reading on Saturdays, after school, and during intersession for all students who are at risk of failing	1.0, 2.0, 4.0, 5.0, 8.0, 9.0	teachers, administration, ILT, SCE-I Coach	RTI baseline data, IStation, benchmarks results			
2) Provide a comprehensive intervention plan (SMART Mini Academy) daily during school using temporary instructional Aides, At-Risk Aide, counselors, instructional coaches, librarian, PE coaches and Library Aide to provide small group instruction to students who exhibit academic difficulty and to ensure that they will be successful on the STAAR and they also provide help with Kinder through 2nd grade I Station intervention to prepare for upper grades. Intervention will target students who were Tier III, Tier II or students who did not meet expectations on STAAR in 2015-16. Program will begin a few weeks after the school year begins 2015-17.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	teachers, administration, ILT, SCE-I Coach	Improved student performance according to MOY benchmarks, weekly assessments, MBSP progress monitoring			
3) Purchase additional reading materials to include dictionaries to ensure that the Balanced Literacy approach to teaching reading is fully supported with rich literature for guided reading, read alouds, and independent reading so that all students to include our Special Education sub-population are successful on STAAR, iSTATION and formal and informal assessments. Materials may be used also for STAAR testing.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	administration, ILT, secretary	Data from benchmarks, i-Station, weekly tests, lexia, TELPAS will all show improvement in student scores			
4) Provide 2 curriculum coaches to work with at-risk students, students in general education and to ensure that teachers have the instructional skills to meet the needs of the students by providing in-class support, and small group or one-on-one intervention	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	administration, SCE-I Coach	Increased scores in all content areas on benchmarks, C-Scope assessments and weekly assessments, and classroom walk throughs by SCE-I coaches and administration will show that teachers are meeting expectations			

<p>5) Provide student educational field trips aligned to the TEKS that afford students opportunities and experiences that are an extension of the classroom and address college and career readiness (i.e., Field trips to locations in our city, region that allow students to create hands-on, engaging, connections to state TEKS, for example a field trip to Cattlemans where students will understand the animal and plant traits in this region as they pertain to state objectives) or to local museums, the airport, UTEP, and specific movies that create connections between objectives for TRS purposes.</p>	<p>1.0, 2.0, 3.0, 9.0, 10.0</p>	<p>administration, teachers, secretary</p>	<p>Increased student performance from beginning of year to MOY benchmarks, weekly assessments, and grades</p>			
<p>Funding Sources: 211 - Title I, Part A - 3000.00</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 5: For the 2017-18 school year, school counselors and CIS will utilize monthly meetings for military students to address the needs of 100% of new military students and overflow students transitioning to Chester Jordan, where a welcoming team will meet with student on their first day, follow up the first week and ensure a buddy system is in place and where CIS will meet monthly with students, using AVID, PBIS and SEL strategies.

Evaluation Data Source(s) 5: Student surveys will provide a decrease of 10% of student referrals for the 2016-17 school year as compared to the year prior results.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: Meetings will continue to address military family needs

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) Counselors and CIS will create a military group that meets once a month. The military group will collaborate, take field trips and work on projects related to their special needs.</p>	1.0, 2.0, 8.0, 9.0	Counselors CIS Administration	Discipline referrals Student academic reports			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Counselors and CIS will work with administration and our PEIMs team to ensure that every student new to Chester Jordan is provided with 1) tour of the school 2) counseling session on the first day of school 3) buddy 4) follow counseling check in sessions</p>	1.0, 2.0, 8.0, 9.0	Counselors CIS PEIMs	Student surveys Discipline referrals Student academic records			
<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 1: For the 2017-2018 school year, the number of teachers that demonstrate increased instructional effectiveness as measured by Eduphoria walkthroughs will increase by 5%.

Evaluation Data Source(s) 1: T-Tess Teacher Evaluations, Goal Setting initiatives, Power Walk feedback and campus Instructional Rounds data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Will continue to monitor teacher effectiveness

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will continue to be provided with at least 5 walkthroughs per week. Teachers on PDAS and new teachers will be provided with more opportunity for feedback.	1.0, 2.0, 5.0, 8.0, 9.0, 10.0	Administration Teachers	Student data from STAAR, iStation, TCM, Milestones, Benchmarks and Checkpoints will show gains and teacher practices in the classroom will become more efficient targeting students needs via walk throughs and final T-Tess evaluations.			
2) T-Tess walkthrough feedback will be provided to teachers and incorporated into data discussions as teachers request or at administrative discretion in an attempt to discuss the glows and grows in the classroom observation and with overall ongoing data.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Administration Teachers	Student data from STAAR, iStation, TCM, Milestones, Benchmarks and Checkpoints will show gains and teacher practices in the classroom will become more efficient targeting students needs via walk throughs and final T-Tess evaluations.			
Funding Sources: 211 - Title I, Part A - 1000.00						
= 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: During the 2017-2018 school year, Chester E. Jordan Elementary will increase the number of professional development opportunities offered to employees by 5-10% as compared to the 2016-2017, specifically targeting writing and technology.

Evaluation Data Source(s) 2: Assessment data on campus for math, science, writing, and reading to include benchmarks, and district and campus writing assessments

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Professional development opportunities will continue to be provided.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The campus SCE-I Coach and the administrative team will work together to continue to provide PD sessions to teachers all school year (Guided Math, Guided Reading, Writer's Workshop, etc.). Sessions will also incorporate home-grown needs and data inclusion. Staff will also be sent to Professional Development session off campus.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	SCE-I coach Administration Teachers ILT	Student data from STAAR, I Station, TCM, Milestones, Benchmarks and Checkpoints will show gains and teacher practices in the classroom will become more efficient targeting students needs via walk throughs and final T-Tess evaluations.			
2) Teachers will provide PD session for teachers on campus.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	SCE-I coach Administration Teachers ILT	Student data from STAAR, I Station, TCM, Milestones, Benchmarks and Checkpoints will show gains and teacher practices in the classroom will become more efficient targeting students needs via walk throughs and final T-Tess evaluations.			
3) The Mentor Teacher will be provided to each new teacher on campus along with a district and/or mentor system. The end results is that teachers will have teachers to refer to all school year for learning.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	SCE-I coach Administration Teachers ILT	Student data from STAAR, I Station, TCM, Milestones, Benchmarks and Checkpoints will show gains and teacher practices in the classroom will become more efficient targeting students needs via walk throughs and final T-Tess evaluations.			
= 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 2017-2018 school year, Chester E. Jordan Elementary will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training and classroom use, creating a 10% gain in assessment data for STAAR, overall, in Math, Reading, Science and Writing.

Evaluation Data Source(s) 3: Inventory logs and classroom walk throughs will provide evidence to a 10% increase in needed resources.

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: Objective will be discontinued

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Chester E. Jordan met all Safeguard initiatives, but will continue to work on all sub-population data programs to ensure that we continue to meet them. Mentoring Minds, Measuring UP, STAAR Ready, Lone STAR, Guided Math, Guided Reading, Writer's Workshop, Science STEM materials, site licenses, and other programs will be purchased this school year and the campus will reference past purchases to ensure more success.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0, 10.0	Administration SCE-I coach ILT SIT	Classroom walk throughs will provide data needed to show teachers have upgraded their own teaching practices due in part to the resources utilized on campus to move students forward.			
	Funding Sources: 211 - Title I, Part A - 40000.00					
 = 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 2017-2018 school year, the number of teachers at Chester E. Jordan Elementary certified in Bilingual Education, English as a Second Language, and/or Special Education will increase by at least 1%.

Evaluation Data Source(s) 4: Teachers will be provided with updates regarding an opportunity to garner bilingual certification, increasing bilingual certified teachers on campus by 1%.

Summative Evaluation 4: No progress made toward meeting Performance Objective

Next Year's Recommendation 4: Objective will be discontinued.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All teachers will continue to be provided with the opportunity to become bilingual certified or special education certified. Many teachers on the campus are already.	1.0, 2.0, 3.0, 4.0, 9.0, 10.0	Administration Teachers SCE-I coach ILT SIT	More teachers on campus will have bilingual education and special education certifications, which means we will be able to provide more for students with the versatility this offers our diverse and unique overflow campus.	✗	✗	✗
						









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 2017-2018, teachers will increase Tier 1 instruction by implementing all components of T-TESS appraisal systems.

Evaluation Data Source(s) 5: Classroom walkthroughs will provide evidence of effective Tier 1 instruction.

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: Will continue to use T-Tess appraisal

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will utilize T-Tess flipcharts to better plan their Tier 1 instruction.	1.0, 2.0, 4.0, 5.0, 9.0	Teachers, SCE-I coaches, Administration	Increase effectiveness in Tier 1 instruction and increasing our formative and summative assessment scores by 15%			
Funding Sources: 211 - Title I, Part A - 1400.00						
 = 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: For the 2017-2018 school year, Chester E. Jordan Elementary will increase the number of notifications, sent via newsletters, Black Board Connect, email, etc. to parents, business, and community members by 5-10% to communicate efficiently to all stakeholders.

Evaluation Data Source(s) 1: Summative survey and/or parent feedback documented throughout the school year, to include Blackboard Connect and Eduphoria reports.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Will continue to use modes of communication

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Administration, with help from our support team, counselors and CIS liaison, will continue to provide: monthly newsletters, flyers home to parents, web site updates, School Messenger over-the-phone updates and teacher-prepared notes to parents via daily call-home attendance calls, etc on a weekly and/or monthly basis.	1.0, 2.0, 6.0, 9.0, 10.0	Administration SCE-I Coach Counselors CIS Teachers ILT	Parent Feedback verbally, in the front office on feedback forms and via surveys provided.			
 = 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: By the end of the 2017-2018 school year, Chester E. Jordan Elementary will increase, by 5 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) 2: End of year surveys, agendas and documented family night events

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Will continue to increase our PIE participation

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The Community in School/ Parent Liaison and School Counselors will utilize a Year-at-a-glance calendar and meet with the Instructional Leadership Team as needed to organize Partners In Education meetings and needs for the campus.	1.0, 2.0, 9.0, 10.0	CIS Parent Liaison Counselors ILT	Surveys will be provided by CIS to garner feedback and create modifications as needed.			
 = 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: For the 2017-2018 school year, Chester E. Jordan Elementary will have a minimum of 5 customer service training(s) to ensure a positive and welcoming school climate for parents and community members, specifically targeting returning phone calls, emails and other messages from our community.

Evaluation Data Source(s) 3: Climate survey data and supplemental surveys and parent concern forms.

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: This objective will be discontinued

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Administrative Services will be asked to provide customer service training to our office staff team at least once a 9-week period or as needed.		Secretary Officer Clerk PEIMs clerk CIS/ Parent Liaison	Parent Feedback/ Concern Forms	✗	✗	✗
2) Front office staff will be given videos, articles or items to review per 9-week period or as needed to view and report on. Meeting with team will provide opportunity to discuss findings and to better support our customer service initiatives, safety protocols and front office protocols.	1.0, 6.0, 9.0, 10.0	Secretary Front office clerk PEIMs clerk CIS/ Parent Liaison	Employee Evaluations will provide feedback on success initiatives.	✗	✗	✗
						

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: During the 2017-2018 school year, Chester E. Jordan Elementary will increase the number of collaborative educational involvement activities and events for parents and community members by 5% as compared to the 2016-2017 school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 4: Parent sign in sheets will be provided to 100% of our parents.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Will continue to strive for more parental involvement

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Family Nights, community events and promotions of school and SISD opportunities will continue to be offered at least one a 9-week period. Beyond Terrific Kids ceremony, the night event will offer booths specific to content area (i.e., writing night, math night) and will be run each time by specific grade levels. The event will also offer side events like Scholastic Book Fairs and fund-raiser dinners. Endless Opportunities will be promoted and items purchased to promote this.	1.0, 2.0, 6.0, 9.0, 10.0	Teachers SCE-I coach Counselors PE coaches Administration	Surveys will be used to show success.			
Critical Success Factors CSF 3 CSF 5 CSF 6 2) Parent sessions will be offered by CIS throughout school year and will offer snacks and other associated to parents when they are on campus for meetings or sessions.	1.0, 2.0, 6.0, 9.0, 10.0	CIS Coordinator	Surveys Sign In Sheets			
3) Office supplies will be purchased to facilitate and support parent during weekly parent meetings and campus events.	1.0, 2.0, 4.0, 6.0, 10.0	Parent liaison	Increased parental involvement campus wide by 5% of 2016-2017.			
Funding Sources: Title I, Part D - 1000.00						
= 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 5: During the 2017-18 school year, Chester Jordan will provide a transition plan for students entering Pre K to 100% of our Pre K students.

Evaluation Data Source(s) 5: Counselor qualitative and quantitative data will be available to assist 100% of this students population.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Will continue providing structures for PreK instruction

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) A school counselor will provide first day of school intervention to students and parents in support of the transition into school.</p>	1.0, 2.0, 4.0, 6.0, 7.0, 8.0	Counselors Administration Teachers ILTeam	Students referred to school counselor regarding transition concerns into the program will decrease by 50% by the end of the 1st semester 2016.	✓	✓	✓
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) An Open House specific to Pre K students and parents will be provided at most one week prior to the first day of school.</p>	1.0, 2.0, 4.0, 6.0, 7.0, 8.0, 10.0	Administration ILTeam Counselors Teachers	Students referred to school counselors or administrative team regarding transitional concerns will decrease by 50% by the end of the 1st semester as evidenced by referral documentation.	✓	✓	✓
<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 2017-2018 school year, 60% or more of all students in all subgroups at Chester E. Jordan Elementary 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: STAAR summary reports, TAPR and PBMAS reports

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: Objective is outdated

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) For the 2017-2018 school year, 85% or more of all students in all subgroups at Chester E. Jordan Elementary will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.	1.0, 2.0, 3.0, 6.0, 8.0, 9.0, 10.0	Administration SCE-I coach ILT Teachers	PBMAS Report TPR Report STAAR Reports TELPAS Reports iStation Reports TCM Reports Milestones Reports			
				Funding Sources: 211 - Title I, Part A - 4000.00		
2) Thursday PLC data and planning days will continue on campus, where teachers will work as a team in a PLC environment to discuss lesson plans, data, and other grade level initiatives in an attempt to help more students attain success in all they attempt.	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	SCE-I coach Administration Teachers ILT	PBMAS Report TPR Report STAAR Reports TELPAS Reports iStation Reports TCM Reports Milestones Reports			
				Funding Sources: 199 - General - 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 2: During the 2017-2018 school year, 100% of Chester E. Jordan Elementary teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth (after school, Saturdays, Intersession and during the school day, all as needed).

Evaluation Data Source(s) 2: Students sign in sheets, teacher sign in sheets and data from each student

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This objective is repeated

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutorials in reading, math, science and writing on Saturdays, after school, and during intersession for all students who are at risk of failing.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0	Teachers SCE-I Coaches At-risk Aides Bilingual TIAs	PBMAS Report TPR Report STAAR Reports TELPAS Reports iStation Reports TCM Reports Milestones Reports			
Funding Sources: 211 - Title I, Part A - 20000.00						
2) Provide a comprehensive intervention plan (SMART Mini Academy) daily during school using temporary instructional Aides, At-Risk Aide, counselors, instructional coaches, librarian, PE coaches and Library Aide to provide small group instruction to students who exhibit academic difficulty and to ensure that they will be successful on the STAAR and they also provide help with Kinder through 2nd grade I Station intervention to prepare for upper grades. Intervention will target students who were Tier III, Tier II or students who did not meet expectations on STAAR in 2016-17. Program will begin a few weeks after the school year begins 2017-18.		Administration SCE-I coach At-risk aides Counselors PE coaches Library aide Librarian TIAs Teachers	District benchmarks District CheckPoints Campus Formative Assessments			
Funding Sources: 199 - General - 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: During the 2017-2018 school year, Chester E. Jordan administrators will schedule at least 1 data feedback session(s), per 9-week period with Curriculum and Instruction personnel, those in need, to acquire support and resources and will create more opportunities for struggling teachers as deemed necessary.

Evaluation Data Source(s) 3: STAAR scores, data from all instructional areas and walk through observations will be used

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Data talks will continue consistently in PLCs.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers and staff will be provided with data talk form and reflection data sheets at the beginning of the school year in an effort to endeavor to provide at least 1 data talk session for all teachers each 9-week session. Data talk opportunities will grow in frequency, on an as-needed basis, teacher by teacher.	1.0, 2.0, 4.0, 5.0, 9.0, 10.0	Administration Teachers SCE-I coach	PBMAS Report TPR Report STAAR Reports TELPAS Reports iStation Reports TCM Reports Milestones Reports			
Funding Sources: 211 - Title I, Part A - 1000.00						
 = 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 2017-2018 school year, Chester E. Jordan Elementary personnel will actively engage parents, staff and students in the education process via parent workshops, STAAR family nights, SEL and PBIS themed events and themed content area family nights to include AVID parent initiatives to ensure the academic and behavioral success of students, (accountability for all) is attempted by all parties, thereby increasing student STAAR scores in all content areas assessed by 10% as compared to the 2016-2017 school year.

Evaluation Data Source(s) 4: Sign in sheets and documented stakeholder feedback will be used to provide evidence

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Parental engagement will continue.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will provide at least one Open House, this school year and one parent/teacher conference, per semester, in the 2017-2018 school year so that parents and teachers are able to communicate expectations.	1.0, 2.0, 6.0, 8.0, 9.0, 10.0	Teachers CIS Administration Front office staff ILT	Parent sign in sheets			
				Funding Sources: 211 - Title I, Part A - 1000.00		
2) Teachers will offer one HB5 and one STAAR session in the 2017-2018 school year, minimum.	1.0, 2.0, 6.0, 8.0, 9.0, 10.0	Teachers	Parent sign in sheets			
				Funding Sources: 199 - General - 1000.00		
3) Coffee with the Principal meetings, monthly or as needed and CIS parent meetings will be provided to give updates on school programs to include academic, attendance, discipline and other related. The parent liaison will provide light snack, refreshments and necessary materials for workshops and trainings for parents.	2.0, 6.0, 9.0, 10.0	CIS Administration Front office staff	Parent sign in sheets			
				Funding Sources: 211 - Title I, Part A - 2000.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State Compensatory

Budget for Chester E. Jordan Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.128.30.18.000.6119.	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$288,456.77
199.12.128.30.00.000.6129	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,179.66
199.11.6118.00.128.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$9,087.50
199.11.6118.00.128.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$45,702.50
199.11.6119.00.128.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$121,143.00
199.11.6119.00.128.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$116,171.00
199.32.6119.00.128.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,904.00
199.12.6129.00.128.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,044.00
199.11.6141.00.128.7.30.0.00.	6141 Social Security/Medicare	\$1,757.00
199.11.6141.00.128.7.30.8.00.	6141 Social Security/Medicare	\$1,660.00
199.12.6141.00.128.7.30.0.00.	6141 Social Security/Medicare	\$117.00
199.32.6141.00.128.7.30.0.00.	6141 Social Security/Medicare	\$854.00
199.11.6142.00.128.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.128.7.30.8.00.	6142 Group Health and Life Insurance	\$13,242.00
199.12.6142.00.128.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.32.6142.00.128.7.30.0.00.	6142 Group Health and Life Insurance	\$6,621.00
199.11.6143.00.128.7.30.8.00.	6143 Workers' Compensation	\$506.00
199.12.6143.00.128.7.30.0.00.	6143 Workers' Compensation	\$35.00
199.32.6143.00.128.7.30.0.00.	6143 Workers' Compensation	\$260.00
199.11.6143.00.128.7.30.0.00.	6143 Workers' Compensation	\$535.00
199.11.6146.00.128.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$2,262.00

199.11.6146.00.128.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$25.00
199.11.6146.00.128.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$1,290.00
199.11.6146.00.128.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$693.00
199.12.6146.00.128.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$43.00
199.32.6146.00.128.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$913.00
199.32.6149.00.128.7.30.0.00.	6149 Employee Benefits	\$752.00
199.11.6149.00.128.7.30.0.00.	6149 Employee Benefits	\$1,445.00
199.11.6149.00.128.7.30.5.00.	6149 Employee Benefits	\$24.00
199.11.6149.00.128.7.30.8.00.	6149 Employee Benefits	\$1,555.00
199.11.6149.00.128.7.30.9.00.	6149 Employee Benefits	\$852.00
199.12.6149.00.128.7.30.0.00.	6149 Employee Benefits	\$120.00
6100 Subtotal:		\$705,802.43
6200 Professional and Contracted Services		
199.32.6299.99.128.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
6200 Subtotal:		\$17,500.00
6400 Other Operating Costs		
199.11.6494.00.128.7.30.9.00.	6494 Reclassified Transportation Expenses	\$1,300.00
6400 Subtotal:		\$1,300.00

Personnel for Chester E. Jordan Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
200618 - KAUDAISSY, MARTHA A	SCE-TEACHER INTERV	SCE	1
204769 - AVALOS, JULIETTE	SCE-TEACHER CSR	SCE	1
204842 - SALAS, MARIA C	SCE-INTERV COACH	SCE	1
204853 - CHAVEZ, MARIA B	LIBRARY AIDE	SCE	0.5
205922 - LUCERO, SONIA	SCE-INTERV COACH	SCE	1
Bustillos, Norma	At-risk aide	Title 1	1
Gomez, Sylvia	CIS	Title	1
Maria B. Chavez	Aide	Intervention	.5

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 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**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

Title I Component Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Norma Bustillos	Instructional aide	at risk	.5

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Paola Oseguera	Kinder
Classroom Teacher	Joann Jauregui	First grade
Classroom Teacher	Michelle Lopez	Second grade
Classroom Teacher	Cynthia Trevizo	Third grade
Classroom Teacher	Oscar Gonzalez	Fourth grade
Classroom Teacher	Laura Martinez	Fifth grade
Classroom Teacher	Cynthia Guereque	Kinder Collab
Classroom Teacher	Loretta Corral	SPED department
Non-classroom Professional	Patsy Santana	Counselor
Classroom Teacher	Cynthia Borrego	P.E department
Parent Community	Sylvia Gomez	CIS
Non-classroom Professional	Esther Rodriguez	Librarian
District-level Professional	Erica Aragon	District
Nurse	Inez Vasquez	Nurse
Classroom Teacher	Jeanette Baca	Pre-K
Cafeteria manager	Leticia Chavez	Manager
Administrator	Darlene Hernandez	Assistant Principal
Administrator	Areli Meza-Jessiman	Assistant Principal
Administrator	Maribel Pidone	Principal
Classroom Teacher	Amanda Borunda	SPED department

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	paper, ink, technology, PD, snacks, coffee		\$500.00
5	2	2	paper, ink, technology		\$500.00
5	4	2	paper, ink, technology		\$1,000.00
Sub-Total					\$2,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	SCE-I Coaches		\$110,000.00
2	2	4	SCE-I Coaches		\$0.00
Sub-Total					\$110,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Sign in sheets, lesson plans, RtI intervention log		\$30,000.00
2	1	2	new Scholastic Literacy Room books and manipulatives		\$30,000.00
2	1	4	buses and registration		\$3,000.00
2	1	5			\$11,000.00
2	1	6			\$5,000.00
2	1	7	Books of the month		\$5,478.00
2	1	8	Storyworks reading		\$7,011.00
2	1	9			\$2,395.00
2	1	10	Movie Licensing		\$433.00
2	1	11	Alice Nine Online Subscription		\$1,500.00
2	1	12			\$10,000.00
2	1	13	Book		\$2,300.00
2	2	1	Sign in sheets, lesson plans, RtI intervention log		\$30,000.00

2	2	2	supplies, manipulatives, technology, intervention kits		\$0.00
2	2	3	new Scholastic Literacy Room books and manipulatives		\$30,000.00
2	3	5	buses and registration		\$3,000.00
2	3	6	Dell Desktops		\$5,000.00
2	4	5	buses and registration		\$3,000.00
3	1	2	walkthrough forms, paper, ink cartridges, technology supp.		\$1,000.00
3	3	1	Computer Programs and Site Licences		\$40,000.00
3	5	1	T-TESS flipcharts		\$1,400.00
5	1	1	paper, ink, technology		\$4,000.00
5	2	1	paper, supplies, intervention kits, incentives, snacks, technology		\$20,000.00
5	3	1	paper, ink, technology		\$1,000.00
5	4	1	paper, ink, supplies, technology		\$1,000.00
5	4	3	paper, snacks, coffee, ink, supplies, technology		\$2,000.00
Sub-Total					\$249,517.00
Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	3			\$1,000.00
Sub-Total					\$1,000.00
Grand Total					\$362,517.00