

**Socorro Independent School District**  
**Helen Ball Elementary**  
**2017-2018 Campus Improvement Plan**



# **Mission Statement**

**Helen Ball Elementary School works collaboratively with all stakeholders to build brighter futures. We nurture the intellectual, emotional, social, and physical growth of all students. Together we will create a community of life-long learners who will be college and career ready.**

## **Vision**

**Tomorrow's Leaders Learning Today**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Helen Ball Elementary School** is one of 49 campuses in Socorro Independent School District. **Helen Ball Elementary** opened its doors in 1995 in the Montwood High School feeder pattern and serves approximately 755 (current enrollment as of 6/2018) students in grades Kindergarten to fifth. The table below shows the student populations by grade level:

Enrollment	Female	Male	At-Risk	Economic	GT	LEP	Bil	ESL	Migrant	Sped	
824	410	414	420	607	22	215	176	0	7	92	

The organization of our campus begins with our leadership team. Members of the team include 2 administrators, 2 counselors, 1 SCE-I , and a librarian. We have 43 teachers and 5 instructional aides.

The staff population is .02 % African American, 9.9% Anglo, 90% Hispanic. Twenty percent of teachers have 1-5 years experience, 38% have 6-10 years experience, 28% have 11-20 years experience, and 8% have over 20 years experience. average of number years of experience. The overall mobility rate for the campus is approximately 15%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.13%. The average daily attendance rate for staff is 96.50% .

### Demographics Strengths

At Helen Ball Elementary we take pride in providing quality tier one instruction and a strong intervention program that has

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student ADA continues to be a challenge at our campus. We have seen minimum growth in the last 3 years. **Root Cause:** Lack of parent understanding in regards to new attendance laws and impact on campus rating.

**Problem Statement 2:** Gifted and Talented program is gradually increasing; however is significantly underrepresented. **Root Cause:** Identification and recommendation process .

## Student Academic Achievement

### Student Academic Achievement Summary

Yearly Progress in TELPAS Composite Rating				
	Progressed 1 Proficiency level	Progressed 2 Proficiency levels	Progressed 3 Proficiency levels	At least 1 Proficiency level
<b>1<sup>st</sup> Grade</b>	11 students=42%	3 students= 12%	1 student=4%	15 students=58%
<b>2<sup>nd</sup> Grade</b>	6 students=22%	7 students=26%	0%	13 students=48%
<b>3<sup>rd</sup> Grade</b>	23 students=53%	1 student= 2%	0%	24 students=56%
<b>4<sup>th</sup> Grade</b>	11 students=31%	0%	0%	11 students=31%
<b>5<sup>th</sup> Grade</b>	21 students= 70%	0%	0%	21students=70%

2017 Istation Data Grades K-2			
Grade	Tier 1%	Tier 2%	Tier 3%
K	64%	20%	16%
1	67%	20%	13%
2	81%	13%	6%

2017 TCM Data Grades K-2		
Grade	% Satisfactory	% Advanced
K	95%	60%
1 <sup>st</sup>	88.89%	50%
2 <sup>nd</sup>	92.67%	56%

2017 Writing Initiative Data Grades K-3, 5		
Grade	% Satisfactory	% Advanced

K	84%	8%
1 <sup>st</sup>	94%	37%
2 <sup>nd</sup>	90%	25%
3 <sup>rd</sup>	81%	11%
5 <sup>th</sup>	93%	24%

STAAR	2014-2015	2015-2016	2016-2017	CHANGE 15-16	CHANGE 16-17
READING	82.8%/19.2%	80.3%/20.4%	75.8%/24.2%	-2.5%/1.2%	-4.51%/3.77%
MATH	83.5%/22%	84%/20.7%	84.2%/29.1%	.5%/-1.3%	.2%/8.44%
WRITING	82.7%/3.9%	65.6%/13.3%	67.4%/5.6%	-17.1%/3.9%	1.74%/-9.29%
SCIENCE	68.6%/5.1%	80.8%/3.2%	77.0%/23.0%	12.2%/1.9%	3.76%/19.76%

**Building Brighter Futures is the academic vision at Helen Ball Elementary.** Our work was aimed at ensuring that teachers across all grade levels were able to provide guided reading/math and implement targeted interventions effectively to help address individual needs and ensure all students reach their full potential. Formative assessments created by district instructional officers are administered every 9 weeks to determine if the district curriculum is implemented with fidelity and student expectations are addressed to the correct rigor and specificity. Teachers participate in grade level data analysis meetings, TEKS academies, and PLCs to identify strengths and weakness, develop action plans, and create lesson plans. The evaluation of the grade level data and action plan is recorded on a data sheet and posted on the data wall to help track students progress.

Walkthroughs, Instructional Rounds, Data talks, and implementation of an effective RTI program ensure that students' difficulties were not due to inadequate instruction/intervention. All students were assessed on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners. Prescribed interventions provided by Istation were implemented in small group or one to one setting. Intervention/Morning and after school tutoring session/Saturday camps were among the extended learning opportunities offered to addressed the needs of struggling learners.

### **Student Academic Achievement Strengths**

We have many areas where strong improvements efforts will be required. As a campus we have positive gains in the master's level in all content areas with the exception of writing. Although, we see an increase in the rigor, we noted 5 point deficit in reading and 4 point deficit in science.

### **STAAR Data Grade 4**



4th grade math scores show a 7,76 point increase in Mathematics.

### **STAAR Data Grade 5**

Mathematics-95.6% satisfactory 36% masters (+6% masters level)

Reading- 86% satisfactory 23.5 % masters (-4% satisfactory level)

90% of students met/exceeded progress measure on the first administration of Grade 5 mathematics.

64% of students met/exceeded progress measure on first administration of Grade 5 Reading.

### **TELPAS**

ELL students in grades 1st-5th are making progress of at least one or one proficiency level.

46% gained 1 proficiency level 50% gained at least one proficiency level

### **ISTATION**

Rate of Improvement (ROI) report indicate T3 students in grades K-2nd are making high to moderate rate of improvement.

### **TCM**

Math data decrease in all grades K-2

### **Writing Initiative**

All grades levels assessed show an increased in advanced level performance.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** For the 2016-2017 academic school year, HBE ELL students in grades 3rd and 4th grade performed 25% points below campus average in reading. **Root Cause:** Lack of SIOP implementation in bilingual classroom to effectively close achievement gap.

**Problem Statement 2:** For the 2016-2017 academic school year, HBE ELL students in grades 3rd and 4th grade performed below campus average in

mathematics. **Root Cause:** Implementation of guided math and stations was not implemented with fidelity

**Problem Statement 3:** For the 2016-2017 academic school year, HBE Special Education population performed an average of 40% points below campus average in reading and math. **Root Cause:** Specialized Support instruction was scaffolded but not rigorous enough to prepare students for rigor of STAAR

**Problem Statement 4:** For the 2016-2017 academic school year, HBE Special Education population performed an average of 40% points below campus average in reading and math. **Root Cause:** Specialized Support instruction was scaffolded but not rigorous enough to prepare students for rigor of STAAR

## School Processes & Programs

### School Processes & Programs Summary

Helen Ball Elementary (HBE) provides systematic programs and processes to ensure all teachers are highly qualified and receive on-going professional development throughout the school year. The professional development and programs at HBE are aimed to address the following areas: tier 1 instruction, at risk students, community outreach, social emotional learners, and support for special programs (special education, ELL, GT, dyslexia, 504). Professional development was provided to teachers during all early release days, after school, and during lesson study Wednesdays. Teachers implemented their professional development with their grade level teams and SCE-I coach during TEKS Academy days (one per nine weeks) and during their PLC days. Using data driven decision processes, teachers identified students who needed academic and social/emotional interventions and developed plans as a team to provide students with appropriate interventions. These interventions were scheduled and executed with fidelity by the interventionists, grade level teachers, and support staff including counselors, PE coaches, and the librarian. HBE implemented Smart Academy to ensure all students could have an uninterrupted 45 minute intervention provided Monday - Thursday. This ensured data collection and fidelity to the intervention. The rate of improvement in reading levels and Tier 2/3 math levels showed significant improvement. The Smart Academy purpose is to continue to close the achievement gap by providing interventions to students in a systematic and purposeful manner. Our CIS and counselors worked together to provide students with academic and social/emotional support. The counselors provide small group, individual, and classroom guidance and counseling sessions. They also work with teachers to identify students with academic and behavioral needs and lead them through the RtI process to find appropriate interventions for students. Our CIS program bring our parents to the campus with a variety of parent sessions on an array of topics from Financial Literacy to SSI information. The CIS program also goes out to the community and provides guidance and assistance to parents at a nearby apartment complex to ensure parents are able to register for the following school year. During the day the CIS program holds an M&M program where students challenge each other on math facts for mmm rewards. At HBE the GT program is led by the school librarian. The program is a pull out program during the Smart Academy schedule. Students started a garden club, participated in the robotics and Lego competition, and successfully participated in the GT showcase. The GT coordinator meets with the GT families once a month after school to provide information to the GT parents as well as provided a small activity for families to connect with their GT student. The special education department at HBE consists of one PAS unit, collaborative classrooms in grades 1st-5th, and support facilitation. All special education students at HBE have an opportunity to participate in the Spring Butler Games. Community involvement is present throughout the year at HBE. The PE program, Wellness Wednesdays, was recognized with an Award from the SISD Board for the ability to encourage and engage parents in a monthly activity on campus. Students and parents together were guided by our coaches with fun activities for families to connect at school and carry over into their homes. The campus has after school activities that promote academics in the means of Open House, Family Nights, Science Nights, Reading Nights, Family Dances, and VASSP sports on our campus. Parents were also provide with parent classes and volunteer opportunities. We have an active WatchDOGS program and yearly kickoff to encourage dads, uncles, and other male figures to come and volunteer on campus for a day. We also have an active volunteer group who lead our Girl Scouts, Dance Troop, program organizers, Field Day volunteers, and at home volunteers.

### School Processes & Programs Strengths

Helen Ball has successfully outreached to our community with an array of strategies to engage our parents and community members. Our campus hosts several family nights, open house and parent sessions to keep our parents informed. The campus also brings the larger community to school by the use of

Skype during our career days and installing a Little Library through the HBE Girl Scout Troop. The campus us in constant communication with our HBE families and community with the use of newsletters, blackboard outreach, and social media.

Smart Academy time is a time for interventions. Rotations and small group instruction is used to ensured the needs of all students are meet. During this time students who are at grade level are provided with enrichment opportunities such as robotics, engineering, math, and writing. GT students are pulled during this time to work on project based instruction.

The PE program, Wellness Wednesdays, was recognized with an Award from the SISD Board for the ability to encourage and engage parents in a monthly activity on campus. Students and parents together were guided by our coaches with fun activities for families to connect at school and carry over into their homes.

SCEI funds are strategically used to provided additional Temporary Instructional Assistants who provide both intervention and guided reading to our at-risk students.

CIS provides intervention and outreach that has proved to be successful for at-risk students. The relationships established through this program have proven to improve attendance, behavior, and increase participation in programs such as AR and TTM for the populations of students and parents served by our CIS.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Vertical and Horizontal alignment teams do not meet regularly to discuss instruction **Root Cause:** Substitute allocations are used to meet as horizontal teams

**Problem Statement 2:** Special education and Coteach general education teacher lack the time needed to plan coteach models **Root Cause:** Allocation of funding was not considered when developing the budget

## Perceptions

### Perceptions Summary

Helen Ball Elementary students understand the expectation that "Good is not good enough, only the our best will do" Students are provided with PBIS annual assembly and expectations of being safe, respectful, and responsible are reviewed. Students received gold tickets for modeling our expectations. Positive referrals process allows teachers to refer model students or students who are demonstating improved behavior are recognized. Students in grades 3-5 participate in an annual Olweus survey. This survey provides valuable information in regards to how the students feel while at our campus. Another data source that is valuable in providing information regarding the culture and climate of the school is the Climate Survey providing by our district. This two surveys and the data is shared with all stakeholders and an action plan is developed to improve the climate and culture of the campus. Mentoring programs such as CHAMPs are PALS are in placed to help our students feel valued, respected, and supported. In addition to these support system, the WATCH dog program, Volunteer Moms, and Girls/Boys Scouts provide additional support for students and promotes parental involvement.

### Perceptions Strengths

Helen Ball Elementary administrators, teachers and staff understand the importance of communication. It is a campus expectation to respond promptly to parent concerns, honor their contributions, and share responsibilities in promoting student achievement. Teachers communicate with parents via an agenda on a daily and/or weekly basis according to the student's individual needs. A monthly newsletter, twitter post, SISD app, and Blackboard messages outlined the activities and learning opportunities available to parents each month. The newsletter also includes academic and attendance data to inform parents on the academic progress we are making as a learning community.

Grandparents Day, Father/Daughter Dance, Christmas Program, Movies under the STARS, Movies with Mom, Talent Shows, and Festivals were held to promote an inviting social environment. Accelerated Reader information night, Math/Science/Reading Family nights, Scholastic Reading Activities, Kinder Readiness Workshop, SSI/STAAR parent Information night, Attendance Summit, and home visits were implemented to improve student achievement.

We celebrate the involvement of a strong parent volunteer program. Parent Volunteers help promote our community outreach activities.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates

## Parent/Community Data

- Parent 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, Helen Ball Elementary will fulfill 100% the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 1:** Scheduled drills will ensure that drills are conducted in a timely manner with sign in sheets of trainings and recorded documentation of each drill conducted.

**Summative Evaluation 1:** Exceeded Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Campus personnel will receive a copy of the Emergency Operation Plan. Monthly drills will continue to be performed to help ensure the implementation, consistency and alignment of safety procedures followed during different crisis situations		Safety team Administrators	Improved awareness of all safety procedures at campus			
	Funding Sources: 199 - General - 350.00					
2) The HBE Safety Committee will develop and monitor the implementation of the Emergency Operation Plan (EOP). Committee meetings will be held monthly and meetings minutes will be shared at SIT		Safety team Administrator	Sign-in sheets Safety meeting minutes Safety Audits			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 2:** For the 2017-2018 school year, Helen Ball Elementary will develop and implement a plan of action to ensure that 100% of stakeholders feel safe at school and school events.

**Evaluation Data Source(s) 2:** Students, parents, and staff will rate agree/strongly agree on climate survey questions related to safety

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hall Pass system will be used and monitored to ensure all visitors present an identification and sign-in prior to visiting any area of the school. Hall Pass system runs an identification through the national sex offender registry		Campus Clerk Office personnel Security Officer Administrators	Hall Pass reports			
	Funding Sources: 199 - General - 250.00					
2) Implementation of the Watch D.O.G.S programs will continue to provide a positive male role models for students. Fathers, grandfathers, uncles will be invited to BOY, MOY, EOY information sessions and will be scheduled to assist in providing an extra set of eyes and ears to enhance school security. Watch Dog incentives( will be provided for parents who volunteer.		CIS Counselors Administrators	Increase parental involvement in Watch Dog programs.  Calendar  Sign-in sheets			
	Funding Sources: 211 - Title I, Part A - 400.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



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

**Performance Objective 3:** For the 2017-2018 school year, the number of bullying-related incidents reported at Helen Ball Elementary will decrease from 5 to 0.

**Evaluation Data Source(s) 3:** Student climate survey will show favorable result on question #20 and #21. Discipline Referrals for bullying incident will decrease by 5 incidents.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The HBE Olweus committee will meet on a monthly basis to review voice box concerns and discipline referrals concerning bullying situations. Lessons using the Master Teacher resources will be used to plan SEL/Olweus lessons. Implementations and effectiveness of lessons will also be discussed at these meetings.		Olweus Committee	Decreased number of bullying incidents as per student climate survey, discipline referrals, and voice box alerts.			
	Funding Sources: 211 - Title I, Part A - 2200.00					
2) Counselors and teachers will implement the Olweus/SEL lessons from Master Teachers on a weekly basis. Students will participate in rallies and other school activities that promote a bully-free environment.		Olweus Committee	Decrease number of bullying incidents as per Olweus Survey and Discipline referrals.			
	Funding Sources: 211 - Title I, Part A - 2200.00					
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

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

**Performance Objective 1:** For the 2017-18 school year, 100% of Helen Ball students, encompassing all special and subpopulations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

**Evaluation Data Source(s) 1:** 100% of HBE students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

### Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The HBE RtI, ARD, 504, LPAC, and GT, committees will ensure the proper placement of all students. Committee members and teachers will participate in class building sessions.	4.0, 8.0, 10.0	Committee Members	Class rosters			
Funding Sources: 199 - General - 200.00						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2		Grade level SIT representative	Eduphoria intervention logs			
2) Eduphoria and Tyler grade reports will be used to monitor students' performance every three weeks with checkpoint assessment provided by district and/or created by grade level teams. Data/RTI binders will be provided for teachers and interventionist as a tool to promote data driven instruction and a system to organize progress monitoring data.	Funding Sources: 211 - Title I, Part A - 1000.00					
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2	1.0, 2.0, 9.0	SCEI	PAF completed and positions filled SCE logs Walkthrough Rti Interventions logs			
3) An intervention schedule will be developed and implemented to provide teachers time to facilitate small group instruction to address struggling students. Instructional aides (Library Aide, Bilingual Aide, Title 1 aide, in additional to two more TIAs will be available to assist with interventions for students needing additional support.	Funding Sources: 211 - Title I, Part A - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						















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

**Performance Objective 2:** For the 2017-2018, Helen Ball Elementary shall increase the level of instructional rigor across the core content areas, to achieve an overall improvement from 5.67% masters levels across all tested contents to 10% masters level across all contents.

**Evaluation Data Source(s) 2:** District and state assessment data

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>1) Technology PD for teachers will improve/enhance the rigor during Tier 1 instruction in reading, writing, science, and math. Technology software, hardware, peripherals, and licenses will be available for teachers and students to use in the classroom.</p>	1.0, 2.0	Media Specialist	PD sign in sheets Lesson plans Walthroughs			
Funding Sources: 211 - Title I, Part A - 20000.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) Provide enrichment opportunities, materials and resources for students identified as Tier 1/GT and students participating in Robotics. Resources to include Ipads/Ipad covers, maker spaces, robotics kits, digital cameras, software and applications for animation, music, graphic design.</p>	1.0	GT Coordinator	Enrichment program plan GT showcase Robotics competition			
Funding Sources: 199 - General: Gifted and Talented - 2000.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) At-risk and struggling students will be provided with before/after school tutorials, and Saturday camps.</p>	1.0, 9.0	Teachers SCEI Administrators	Increase on district and state assessments			
Funding Sources: 211 - Title I, Part A - 15000.00						

<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1  4) Students will be expected to use Accelerated Reading, Istation, and library resources such as books to continue to increase their academic language and literacy skills. Open lab will be provided for students who do not have internet access at home before and after school. A mobile computer lab will be available for check out for students to access the above aforementioned during stations	1.0, 2.0, 9.0	Teachers SCEI Librarian Administrators	Increased math, science, and reading scores on district and state assessment			
	Funding Sources: 211 - Title I, Part A - 12000.00					
5) Students will set AR, TTM, Istation goals. Students who met or exceed their goal will be provided opportunities to participate in field trips and will receive certificate, medals, and or other rewards to celebrate their accomplishments every nine weeks period.		Media Specialist/SCEI				
	Funding Sources: 199 - General - 2500.00					
<b>Critical Success Factors</b> CSF 1  6) Students will participate in units of study that will include real world experiences such as field trips/ excursions such as El Paso Exploreum, Insights Museus, Tug-a-war, Adventures in learning, White Sands, Gene Roddenberry Planetarium, FaBlab, El Paso Zoo and other locations to include locations that offer team building opportunities to help students understand the importance of teamwork, collaboration, and communication.		Teachers Librarian SCEI Administrators	Lesson plans Student projects Increases in advance performance percentages			
	Funding Sources: 199 - General - 2000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









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

**Performance Objective 3:** For the 2017-2018 school year, Helen Ball Elementary students' state assessment scores in Reading will show and increase from 75.8% passing and 24.2% masters to 85% passing and 35 % masters. Writing will increase from 67.4%, 5.6% to 75% passing and 15% masters.

**Evaluation Data Source(s) 3:** Students will demonstrate an increase in reading and writing district and state assessment as per data reports.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Research based, STAAR preparation materials, Intervention materials(ex.TCM kits, Fountas and Pinnell, leveled readers, and other intervention resources) along with classroom supplies for the implementation of hands-on activities (ex. foldables, anchor charts, ISNs) will be provided to classroom teachers.</p>	1.0, 2.0	Administration	TTESS data walkthroughs lesson plans			
Funding Sources: 211 - Title I, Part A - 12000.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Implementation of Balanced Literacy within a 120 block of ELAR instruction will continue. Professional development, planning, data analysis, and lesson study will be provided to promote best practices.</p>	1.0, 4.0	Teachers SCEI Administrators	Instructional Rounds data Lesson plans Assessment results			
Funding Sources: 211 - Title I, Part A - 5500.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) Online resources (Storyworks, Target the TEKS, Flocabulary, Brainpop) will be available for classroom use.</p>		Teachers SCEI Administrators	Instructional Rounds data Lesson plans Assessment results			
Funding Sources: 211 - Title I, Part A - 7200.00						

<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>          CSF 1 CSF 2</p> <p>4) TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Continued professional staff development on best practices (Fundamental Five, Kagan, SIOP, Alice Nine JCS and writing strategies) will be provided. Data on the impact of implementation will be monitored.</p>		SCEI Librarian Administrators Teacher	Instructional rounds data lesson plans Assessment results			
Funding Sources: 211 - Title I, Part A - 3000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						




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

**Performance Objective 4:** For the 2017-2018 school year, Helen Ball students' state assessment scores in Mathematics will improve from 84.2 % passing and 29.1% masters to 89% passing and 35% masters.

**Evaluation Data Source(s) 4:** Students will demonstrate an increase in district and state assessment scores in mathematics as per data reports.

**Summative Evaluation 4:** No progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Implementation of 90 minute math model will continue. Additional professional development will be offered to refine guided math instructions and implementations of math stations. Online resources, STAAR preparation materials, intervention resources, math manipulatives, ISNs, and classroom supplies will be available for the use during stations.	1.0, 2.0	SCEI	Instructional Rounds data Lesson plans Assessment results			
	Funding Sources: 211 - Title I, Part A - 3500.00					
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  2) TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Sessions will ensure specificity and clarity of Math TEKS.		SCEI	Instructional Rounds data Lesson plans Assessment results			
	Funding Sources: 199 - General - 0.00					
<b>Critical Success Factors</b> CSF 1 CSF 2  3) Provide after school tutorial sessions and resources to address students' needs in mathematics.		SCEI	Assessment results			
	Funding Sources: 211 - Title I, Part A - 7000.00					
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5  4) Plan and implement math family nights once per semester. Family nights will offer parents and students an opportunity to engage in hands on math activities and understand current practices in mathematics.		Math Vertical Team	Sign in sheets Climate survey results			
	Funding Sources: 199 - General - 0.00					

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue



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

**Performance Objective 5:** For the 2017-2018 school year, Helen Ball students' state assessment scores in Science will increase from 77 % passing and 23% advanced to 85% passing and 25 % masters.

**Evaluation Data Source(s) 5:** Student district and state assessment scores in Science will improve by an overall of 8% points passing and 2% points advanced.

**Summative Evaluation 5:** No progress made toward meeting Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) Science labs will continue to be provided weekly to promote inquiry based learning. Students will engage in hands on science activities, lesson, and explorations. Supplemental materials (Stemscopes, Motivation Science, Stemscopes Reteks) and classroom supplies needed to conduct labs will be provided.</p>		Teachers SCEI Administration	Instructional Rounds data Lesson plans Assessment results			
Funding Sources: 211 - Title I, Part A - 4500.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Students in kinder-second grade will participate in Science Expo while students in third-fifth will participate in Science Fair. Awards will be given to all participants.</p>	1.0, 2.0	Teachers SCEI Administration	Instructional Rounds data Lesson plans Assessment results			
Funding Sources: 199 - General - 0.00						
<p> = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue</p>						

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

**Performance Objective 6:** For the 2017-2018 school year, Helen Ball at-risk students will demonstrate an increase in all STAAR tested content areas by 5 %.

**Evaluation Data Source(s) 6:** STAAR summary report

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) At-risk and struggling students will be provided with before/after school tutorials, and Saturday camps.	1.0, 2.0	Teachers SCEI Administrators	Increase on district and state assessments			
	Funding Sources: 211 - Title I, Part A - 5000.00					
2) Teachers will document student interventions in Eduphoria/ARMS and progress will be monitored by RtI team.		Teachers RtI team	At-risk students will demonstrate an increase in both approaching and masters levels on assessments.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 7:** For the 2017-2018 academic school year, Helen Ball bilingual students will demonstrate an increase of 5% across all STAAR tested content areas.

**Evaluation Data Source(s) 7:** STAAR summary reports

**Summative Evaluation 7:** Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Interventions will be provided by both teacher and TIAS. Documentation of these interventions will be entered in ARMS/Eduphoria and progress will be monitored by LPAC/RTI committees.		TIAS Teachers LPAC committee	Bilingual students will demonstrate an increase in both approaching and masters levels on assessments.			
2) SiOP training and resources and additional planning time will be provided throughout the year for bilingual teachers to incorporate strategies into their lessons.		SCEI Administators IO	Increase implementations of SIOP strategies. Sign in sheets and lesson plans			
Funding Sources: 199 - General - 0.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 8:** For the 2017-2018 academic school year, Helen Ball special education students will demonstrate an increase of 5% across all STAAR tested content areas

**Evaluation Data Source(s) 8:** STAAR summary data

**Summative Evaluation 8:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Special education teachers will implement co-teach model and provide scaffolded lessons as needed for all special education students. Teacher will be provided with resources and materials needed to effectively implement these lessons.		Special education teacher Administrator	Effective implementation of co-teach models.			
	Funding Sources: 199 - General Fund : Special Education - 5200.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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









**Performance Objective 1:** For the 2017-2018 school year, 85% Helen Ball Elementary teachers evaluated will be at the proficient level as measured by TTESS

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

Walk-throughs

TTESS documentation

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Professional Development Opportunities will be provided through ESC 19, district or campus instructional leadership team in all content areas. PD session to included the effective use of technology, best practices, differentiated instructions, and Guided Reading and Math.</p>		<p>HR department Teachers Administration</p>	<p>T-TESS walk-throughs Data Talks Teacher Talks Student formal and informal assessments</p>			
Funding Sources: 211 - Title I, Part A - 5000.00						
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 2:** For the 2017-2018 school year, the Helen Ball Elementary faculty will maintain 100% Highly Qualified teachers in all core academic subjects.

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

**Summative Evaluation 2:** Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Continue to work collaboratively with HR department to ensure all teachers maintain highly qualified status</p>	1.0, 3.0, 4.0, 5.0, 10.0	HR department Teachers Administration	HR documentation T-TESS walk-throughs			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 3:** During the 2017-2018 school year, the number of professional development opportunities offered to Helen Ball Elementary employees (SCE-I, librarian, teachers, staff) will increase from 10 professional development session to 15 professional development sessions.

**Evaluation Data Source(s) 3:** Professional Development documentation.

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Professional development to include AVID,SEL, Alice Nine, Empowering Writers, Balance literacy, Guided math, and goal setting, and other PDs and resources will be provided to all classroom teachers. In additional professional development for SCEI and librarian to increase collaboration with teachers and support instructional practices.</p>		Administration SCEI Librarian IOs	Professional development agendas Sign in sheets Purchase orders			
Funding Sources: 211 - Title I, Part A - 10000.00						
 = 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, Helen Ball Elementary will provide funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to help 100% build their capacity and support their professional growth to improve their rating by 1 performance level as measured by TTESS.

**Evaluation Data Source(s) 4:** Purchase orders of research-based programs, materials and or resources. Sign-in sheets for professional developments.

**Summative Evaluation 4: Met Performance Objective**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 7  1) Resources, materials, and programs will be provided to support Professional Development.		Administration	Increase teacher efficacy as per TTESS documentation  Improved student performance			
Funding Sources: 211 - Title I, Part A - 5000.00						
= Accomplished                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						



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

**Performance Objective 1:** During the 2017-2018 school year, Helen Ball Elementary will increase the number of collaborative educational involvement activities and events for parents and community members from 10 session to 15 sessions to promote teamwork and unity in the education of students.

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

**Summative Evaluation 1:** Exceeded Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Informational workshops to include SSI/STAAR night, Kinder Readiness, Attendance Summit, Family Nights, and other workshops as per parent survey results will be offered for parents bi-weekly. Refreshments and materials will be provided to help promote attendance.</p>	1.0, 6.0, 10.0	CIS/Parent Liaison Administration	Session agendas Sign-in sheets			
Funding Sources: 211 - Title I, Part A - 1500.00						
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Community in School personnel will provide opportunities for parents to participate in our Parent Volunteer program, Academic Nights (Reading/Science/Technology, Math). computer, printer, papers and other supplies will be provided for job efficiency and effectiveness.</p>		CIS/Parent Liaison SCE-I/Librarian Administration	Sign in sheets Parent Volunteer Orientation			
Funding Sources: 211 - Title I, Part A - 500.00						
<p> = Accomplished     = Considerable     = Some Progress     = No Progress     = Discontinue</p>						

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

**Performance Objective 2:** For the 2017-2018 school year, Helen Ball Elementary will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members from 1 newsletter a month to 1 newsletter in addition to 1 callout per week.

**Evaluation Data Source(s) 2:** The number of notifications sent will increase in efforts of bolstering communication between parents and schools.

**Summative Evaluation 2:** Exceeded Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Monthly newsletters will be published and sent home to inform parents about attendance initiatives and data, assessment results, and other general school information.</p>		Administration	Newsletters			
Funding Sources: 199 - General - 350.00						
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Various communications means to include SISD app, Blackboard, website, twitter, and invitations will be used to inform parents of upcoming events.</p>		Administration Counselor Librarian SCE-I	Blackboard reports SISD app notifications Increase number of views on webpage			
Funding Sources: 199 - General - 200.00						
<p style="text-align: center;">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 3:** By the end of the 2017-2018 school year, the District will increase from 10 active partnerships to 15 partnerships with businesses, higher education institutions, and other outside agencies to support student education.

**Evaluation Data Source(s) 3:** Increase the percentage of partnerships and PIE representative present at the end of year event.

**Summative Evaluation 3:** Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Promote and continue partnership with all Partners in Education members to include Peter Piper, Girls/Boys Scouts, Alchemy Karate, and other PIEs to support attendance, behavior, and academic achievements.</p>	10.0	Administration Counselor	Increase attendance at PIE EOY luncheon. Recognition at district level of PIE groups			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 4:** For the 2017-2018 school year, the District will provide 3 customer service training to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:** Climate survey results

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Establish customer service guidelines for all staff. Provide customer service training for staff.</p>	2.0, 4.0, 6.0	Administration	Climate survey results Customer Service Surveys			
<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:** During the 2017-2018 school year, Helen Ball Elementary will ensure that 100% of teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

**Evaluation Data Source(s) 1:** Istation, TCM, Writing Initiative, STAAR, TELPAS data

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>1) Research-based resources, materials for resources such as TCM kits, Fountas and Pinnell kits, ability to print Istation interventions, the use of concreted materials, and technology such as projectors, computers, laptops, and all peripherals will be provided to classroom teachers and interventionist.</p>		Administration SCEI Teachers IOs	Multiple data sources as stated on summative evaluation			
Funding Sources: 211 - Title I, Part A - 15000.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) Intervention schedule, SMART Academy plan will be developed and TIAs will assist in providing targeted interventions for T2/T3 students.</p>		Administration SCEI Teachers TIAs	Multiple data sources as stated on summative evaluation			
= 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:** By the end of the 2017-2018 academic school year the number of students with chronic absenteeism will decrease from 26 students to 15 students.

**Evaluation Data Source(s) 2:** Excessive absences list from Tyler will show a decrease in the number of students listed.

**Summative Evaluation 2:** No progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Monthly, daily, and weekly incentives will be awarded to increase overall school attendance.		PEIMS CIS Counselors Administrators	Tyler monthly reports will show an increase on overall ADA averages.			
2) Attendance Summit will be held at BOY, MOY, EOY to inform parents of students with chronic absenteeism of attendance requirements. Refreshments and snacks will be provided at parent sessions.		PEIMS CIS Administrators	Tyler chronic absenteeism reports will show a decrease in the number of students listed each month.			
Funding Sources: 211 - Title I, Part A - 200.00						
= 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:** By the end of the 2017-2018 academic school year discipline incidents at Helen Ball Elementary will decrease from 108 to 95.

**Evaluation Data Source(s) 3:** Tyler discipline reports will demonstrate a decrease in discipline referrals and climate survey reports will demonstrate an increase in number of agree/strongly agree in regards to discipline.

**Summative Evaluation 3:** Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) PBIS, positive referrals, and SEL strategies will continued to be used to reinforce and recognized positive behavior.		Teachers Counselors Assistant Principal	Decreased in discipline referrals			
 = 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:** By the end of the 2017-2018 academic school year, counselor will provide CHAMPS mentoring program meetings and goal setting sessions to help improve academic performance for all at-risk learners. Increase meetings from 2 meetings per year to 2 meeting every 9 weeks.

**Evaluation Data Source(s) 4:** D/F reports from Tyler  
Champs logs

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) At-risk students will be provided with goal setting sessions and will meet with their CHAMPS mentor assigned by counselors.		Counselors Administrators	Champs meetings sign-in sheets Goal setting sessions sign-in sheets			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



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

**Performance Objective 5:** By the end of the 2017-2018 academic school year, 100% of HBE teachers and staff will be trained in SEL.

**Evaluation Data Source(s) 5:** SEL training sign-in sheets

**Summative Evaluation 5:** Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) SEL resources such as the Master teacher, Tacky box, and other research-based resources and PD will be provided for teachers to implement SEL in their classrooms/campus. Teachers will receive supplies such as cardstock, construction papers, makers, crayons, and other needed materials to effectively implement SEL.		Counselors Administrators	Walkthrough Tyler reports will demonstrate decrease in discipline referrals Climate survey will show favorable results for questions #20 and #21.			
	Funding Sources: 211 - Title I, Part A - 2200.00					
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 6:** For the year 2017-2018, HBE teachers, counselors, and staff will implement AVID strategies in order to promote college and career readiness.

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

**Summative Evaluation 6:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) AVID WICOR strategies will be implemented to promote organization, higher order thinking, and promote good study habits that will prepare students for college and career readiness.		Teachers AVID site team members	Data will demonstrate that we are closing the achievement gap.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	2	Eduphoria and Tyler grade reports will be used to monitor students' performance every three weeks with checkpoint assessment provided by district and/or created by grade level teams. Data/RTI binders will be provided for teachers and interventionist as a tool to promote data driven instruction and a system to organize progress monitoring data.
2	1	3	An intervention schedule will be developed and implemented to provide teachers time to facilitate small group instruction to address struggling students. Instructional aides (Library Aide, Bilingual Aide, Title 1 aide, in addition to two more TIAs will be available to assist with interventions for students needing additional support.
2	2	1	Technology PD for teachers will improve/enhance the rigor during Tier 1 instruction in reading, writing, science, and math. Technology software, hardware, peripherals, and licenses will be available for teachers and students to use in the classroom.
2	2	2	Provide enrichment opportunities, materials and resources for students identified as Tier 1/GT and students participating in Robotics. Resources to include Ipads/Ipad covers, maker spaces, robotics kits, digital cameras, software and applications for animation, music, graphic design.
2	2	3	At-risk and struggling students will be provided with before/after school tutorials, and Saturday camps.
2	2	4	Students will be expected to use Accelerated Reading, Istation, and library resources such as books to continue to increase their academic language and literacy skills. Open lab will be provided for students who do not have internet access at home before and after school. A mobile computer lab will be available for check out for students to access the above aforementioned during stations
2	3	1	Research based, STAAR preparation materials, Intervention materials(ex.TCM kits, Fountas and Pinnell, leveled readers, and other intervention resources) along with classroom supplies for the implementation of hands-on activities (ex. foldables, anchor charts, ISNs) will be provided to classroom teachers.
2	3	2	Implementation of Balanced Literacy within a 120 block of ELAR instruction will continue. Professional development, planning, data analysis, and lesson study will be provided to promote best practices.
2	3	3	Online resources (Storyworks, Target the TEKS, Flocabulary, Brainpop) will be available for classroom use.
2	3	4	TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Continued professional staff development on best practices (Fundamental Five, Kagan, SIOP, Alice Nine JCS and writing strategies) will be provided. Data on the impact of implementation will be monitored.
2	4	1	Implementation of 90 minute math model will continue. Additional professional development will be offered to refine guided math instructions and implementations of math stations. Online resources, STAAR preparation materials, intervention resources, math manipulatives, ISNs, and classroom supplies will be available for the use during stations.
2	4	2	TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Sessions will ensure specificity and clarity of Math TEKS.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	4	4	Plan and implement math family nights once per semester. Family nights will offer parents and students an opportunity to engage in hands on math activities and understand current practices in mathematics.
2	5	1	Science labs will continue to be provided weekly to promote inquiry based learning. Students will engage in hands on science activities, lesson, and explorations. Supplemental materials (Stemscopes, Motivation Science, Stemscopes Reteaks) and classroom supplies needed to conduct labs will be provided.
3	4	1	Resources, materials, and programs will be provided to support Professional Development.
5	1	1	Research-based resources, materials for resources such as TCM kits, Fountas and Pinnell kits, ability to print Istation interventions, the use of concreted materials, and technology such as projectors, computers, laptops, and all peripherals will be provided to classroom teachers and interventionist.
5	1	2	Intervention schedule, SMART Academy plan will be developed and TIAs will assist in providing targeted interventions for T2/T3 students.

# State Compensatory

## Personnel for Helen Ball Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alex Castillo	Librarian Aide	SCE	.5
Erika Cabral	SCE-I Coach	SCE	1
Eunice Gomez	CIS	SCE	1

# 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>
Denise Barron	Title One Aide	Title I	1
To be hired	Teacher Instructional Assistant	Title I	.5

# Campus Funding Summary

<b>199 - General</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$350.00
1	2	1			\$250.00
2	1	1			\$200.00
2	2	5			\$2,500.00
2	2	6	Transportation for trips		\$2,000.00
2	4	2			\$0.00
2	4	4			\$0.00
2	5	2			\$0.00
2	7	2			\$0.00
4	2	1			\$350.00
4	2	2			\$200.00
5	4	1			\$0.00
<b>Sub-Total</b>					<b>\$5,850.00</b>
<b>199 - General Fund : Special Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	8	1			\$5,200.00
<b>Sub-Total</b>					<b>\$5,200.00</b>
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2			\$400.00
1	3	1			\$2,200.00
1	3	2			\$2,200.00
2	1	2			\$1,000.00
2	1	3			\$0.00



2	2	1			\$20,000.00
2	2	3			\$15,000.00
2	2	4	continue purchasing the Stemsscopes softwares		\$12,000.00
2	3	1	continue purchasing Motivation Reading and FP guided reading kits		\$12,000.00
2	3	2			\$5,500.00
2	3	3			\$7,200.00
2	3	4	continue to purchase Alice Nine, Sean Cain, Kagan resources		\$3,000.00
2	4	1	continue purchasing Lone Star online resources		\$3,500.00
2	4	1	continue purchasing Motivation Math resources		\$0.00
2	4	3			\$7,000.00
2	5	1			\$4,500.00
2	6	1			\$5,000.00
3	1	1			\$5,000.00
3	3	1			\$10,000.00
3	4	1			\$5,000.00
4	1	1			\$1,500.00
4	1	2			\$500.00
5	1	1			\$15,000.00
5	2	2			\$200.00
5	5	1			\$2,200.00
<b>Sub-Total</b>					\$139,900.00
<b>199 - General: Gifted and Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	2			\$2,000.00
<b>Sub-Total</b>					\$2,000.00
<b>Grand Total</b>					\$152,950.00