

Socorro Independent School District
Loma Verde Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25% Closing Performance Gaps
Postsecondary Readiness



Mission Statement

Loma Verde Elementary School, "Where Excellence is By Design", is a community committed to providing a challenging education to every child in a safe and nurturing environment.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Loma Verde is one of 48 campuses in the Socorro Independent School District. We are the proud Loma Verde Bears and our school mascot is Thunder Bear. Loma Verde opened its doors in 2002 and serves predominantly middle class type families. Loma Verde serves 696 students in grades PPCD to 5th grade.

We currently have 696 students enrolled at Loma Verde. Enrollment has remained steady in the past few years. Our student population consists of approximately 363 boys and 333 girls. Hispanic-Latino students make up 90% of our population. The remaining students are 6.6% white, 2% African American, and 1% Asian.

We are a Title 1 School with approximately 394 students (57%) receiving free or reduced lunch. Our Fall 2016 Snapshot data indicates that we currently have 47 students (6.8%%) in our gifted and talented program; 109 (15.84%) Special Education students; 33 students (4%) receive Section 504 Services; 3 Dyslexic students; and 182 (26%) English Language Learners (ELLs). According to iStation data we have approximately 81% Tier I students, 14% Tier II students, 5% Tier III students. There are 31 military connected students and 8 students who are coded homeless.

The overall mobility rate for the campus is approximately 22.82%. Our most mobile students reside in a nearby mobile home park and in government assisted apartments. Those students tend to be our most at risk students for academics, attendance and behavior. The average daily attendance rate for our campus is 96.64%. Our class size is limited to 22 students per class in Kinder-4th grade. 5th grade can have up to 25 students.

Our discipline referrals this year increased from 118 to 136. The increase is attributed to several students who received multiple discipline referrals while they were in a general education setting. The students were evaluated and placed in the appropriate setting with appropriate services. The number of referrals diminished after that. Overall the number of students who received discipline referrals actually declined at our campus.

The staff population is 8% Anglo, 92% Hispanic, 13% male and 87% female with an average of 14 years of experience. We have very little staff changes with only one teacher being replaced this year. The ethnic make up of our staff mirrors the student population. Overall the staff is very stable and the staff climate survey indicates that employees are content to be working at Loma Verde.

Demographics Strengths

The majority of our students come from stable homes with involved parents. The combination of effective instruction and parental support results in our students performing in the top levels on district benchmarks and state assessments when compared to other campuses in SISD. Approximately 80% of students are Tier I which indicates that they are performing at or above grade level standards in reading.

Our students Our ELL population is 26% which indicates that 74% of the students are English proficient. We exited 46 students in grade 1st-5th from Bilingual Education this year, so our percentage of English Proficient students will increase for the 2017-2018 school year.

We are growing and improving our employee daycare combined with a PPCD class in which special needs students are in a class with average 3-4 year old day care children. The special needs students receive the benefit of interacting with normally developing peers. We will be adding a staff member to the daycare to provide improved services for all students in the class.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sp.Ed. Students continue to be our lowest performing subgroups lagging behind all students by approximately 10% on state assessments and benchmarks. **Root Cause:** Students are lacking reading and math basic skills essential to be successful on assessments requiring applied problem solving and comprehension.

Student Academic Achievement

Student Academic Achievement Summary

STAAR RESULTS FOR SPRING 2017:

OVERALL CAMPUS RESULTS:

MATH –

LOMA VERDE 92.5% Approaches Grade Level, 65.5% Meets Grade Level, 41.2% Masters Grade Level (DISTRICT 86.9% Approaches, 54% Meets, 27.5% Masters)

READING –

LOMA VERDE 88.6% Approaches Grade Level, 62.8% Meets Grade Level, 39.7% Masters Grade Level (DISTRICT 80.5% Approaches, 48.8% Meets, 26.9% Masters)

SCIENCE - LOMA VERDE 96% Approaches Grade Level, 73.6% Meets Grade Level, 47.2% Masters Grade Level (DISTRICT 85.6% Approaches, 51.9 Meets, 21.5% Masters)

WRITING - LOMA VERDE 83.3% Approaches Grade Level, 56.8% Meets Grade Level, 25.8% Masters Grade Level (DISTRICT 73.9% Approaches, 40.3% Meets, 10.9% Masters)

CAMPUS RESULTS BY GRADE LEVEL:

3rd GRADE MATH LOMA VERDE 92.2% Approaches Grade Level, 60.8% Meets Grade Level, 35.3% Masters Grade Level (DISTRICT 83.4% Approaches, 53.9% Meets, 27.6% Masters)

3rd GRADE READING LOMA VERDE 82.4% Approaches Grade Level, 53.9% Meets Grade Level, 35.3% Masters Grade Level (DISTRICT 77.8% Approaches, 47.9% Meets, 29% Masters)

4th GRADE MATH LOMA VERDE 90.8% Approaches Grade Level, 65.6% Meets Grade Level, 35.3% Masters Grade Level (DISTRICT 83.6% Approaches, 52.7% Meets, 30.2 % Masters)

4th GRADE READING LOMA VERDE 87.9% Approaches Grade Level, 65.2% Meets Grade Level, 40.9% Masters Grade Level (DISTRICT 75.5% Approaches, 45.9% Meets, 24.1% Masters)

4th GRADE WRITING LOMA VERDE 83.3% Approaches Grade Level, 56.8% Meets Grade Level, 25.8% Masters Grade Level (DISTRICT 73.9% Approaches, 40.3% Meets, 10.9% Masters)

5th GRADE MATH LOMA VERDE 94.4% Approaches Grade Level, 69% Meets Grade Level, 44.4% Masters Grade Level (DISTRICT 93.8% Approaches, 55.6% Meets, 25.1% Masters)

5th GRADE READING LOMA VERDE 94.4% Approaches Grade Level, 67.5% Meets Grade Level, 42.1% Masters Grade Level (DISTRICT 86.8% Approaches, 50.5% Meets, 25.8% Masters)

5th GRADE SCIENCE LOMA VERDE 96% Approaches Grade Level, 73.6% Meets Grade Level, 47.2% Masters Grade Level (DISTRICT 84.3% Approaches, 50.4 Meets, 20.6% Masters)

2017 TELPAS RESULTS

KINDER – 33.33% Beginning; 17.95% Intermediate; 12.82% Advanced; 33.33% Advanced High

1ST GRADE – 3.7% Beginning; 40.74% Intermediate; 33.33% Advanced; 22.22% Advanced High

2ND GRADE – 9.38% Beginning; 31.25% Intermediate; 25% Advanced; 34.38% Advanced High

3RD GRADE - 3.45% Beginning; 10.71% Intermediate; 50% Advanced; 35.71% Advanced High

4TH GRADE – 0% Beginner, Intermediate, 31.03% Advanced, 65.52% Advanced High

5TH GRADE - 0% Beginning; 0% Intermediate; 48% Advanced; 44% Advanced High

DISTRICT EOY READING PROGRESS - As measured by iStation since no 4th 9 weeks District Milestone was provided.

KINDER – 70% Tier 1, 19% Tier 2, 11% Tier 3

1ST GRADE -84% Tier 1, 12% Tier 2, 4 % Tier 3

2ND GRADE 79% Tier 1, 12% Tier 2, 9% Tier 3

These results were in keeping with last year's EOY iStation results.

DISTRICT EOY TCM MATH

KINDER - 95% Met Standard, 72% Advanced

1ST GRADE - 94% Met Standard, 70% Advanced

2ND GRADE - 95% Met Standard, 69% Advanced

Student Academic Achievement Strengths

Our STAAR Advanced Performance percentage increased and surpassed the district averages in all subjects due to the concentration and focused intervention on the lowest TEKS Student Expectations in all areas. Teachers are teaching with rigor and expectations are high. Curriculum alignment and pacing are in place.

This year we were more proactive and systematic in our RtI process throughout the grade levels. We had several dyslexia referrals and FIE referrals throughout the year which resulted in students qualifying for and receiving extra services. The RtI process also provided more information to teachers and to parents as to why students who did not qualify might be struggling and strategies to help in the classroom and at home.

We feel that the iStation results may not be a true reflection of where our students are as readers. The fluctuation of scores from month to month shows that many of our students are not mature enough to take a computer-based test. Therefore, as a secondary assessment, we administered the DRA2 to all students who were Tier III at BOY and any student who previously had been assessed on the DRA. This helps us track the needs and progress of our weakest readers. The progress monitoring piece of the DRA assists teachers in implementing targeted interventions. This year we also began to implement the Really Great Reading program to eight 1st grade students and nine 2nd grade students who showed they were struggling in learning to decode that was not a direct result of language or a diagnosed learning disability. Bilingual students continue to struggle with the vocabulary segment of iStation. Temporary Instructional Aides are assigned Bilingual students to provide additional interventions during school in the class as well as in a pull-out program. The pull out program we used this year was Language Power. This year 15 students in 1st and 2nd grade met criteria and exited the bilingual program. We had 5 students exit using TELPAS and STAAR in 3rd grade. Results from 2017 3rd grade STAAR Reading show that our 100% of our 1st year monitors passed, and 6 of the 8 students mastered the grade level. This data indicates that our 2nd grade last year exits were solid exits and those students are performing well outside of the Bilingual setting.

Our progress measure for our Special Ed. Students increased this year in 5th grade for Reading and Math with several students obtaining a 2 due to diligent focus on meeting students where they are and concentrating on making gains rather than teaching unattainable SEs just because they are part of grade level curriculum. Our focus at PLCs with our teachers of SPED populations was growth not a passing standard.

After careful analysis of the students in 5th grade who were in our classroom at Loma Verde throughout the 4th grade year as well

and comparing them to students who have been on our campus for over 2 years, we can see that students who are consistently in our classrooms outperform those students who enroll at the beginning of 5th grade. This knowledge will help us to identify those students who are new to our campus and give them that extra support they might need before we undertake benchmarks. These students are the mobile students who may have learning gaps due to movement from school to school.

We will continue to increase academic achievement by addressing the following areas identified by teachers during our CNA discussions. • DI: Defining and adhering to standards for small group instruction

Increased collaboration between our regular teachers and our SPED and ACCESS teachers – This will offer more support for those students in the classroom when only the general education teacher is present.

- Continued support in the RtI process from the 1st Marking period
- Professional Development in Fundamental Five to focus on Critical Writing
- * Professional Development/Planning in Science
- *Professional Development in New Math TEKS and Guided Math
- *Use of Interactive Notebooks in all content areas
- *GT Update for teachers
- *TEKS Academies for teachers
- *Implement AVID Strategies

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Sp.Ed., ELL and Mobile Students continue to have lower achievement and smaller gains on benchmarks and state assessments than Gen. Ed. Students. **Root Cause:** Language and Lack of Tier 2 vocabulary. Lack of basic skills in reading, writing and math inhibits application in grade level material.

Problem Statement 2: With 83.3% of 4th grade students approaching grade level on 2017 STAAR writing, we are above the district average; however our scores have declined for the past two years by 10%. **Root Cause:** Lack of consistent writing instruction implemented in all grade levels.

School Processes & Programs

School Processes & Programs Summary

Campus Leadership Team consists of Principal, Asst. Principal, Counselor, Librarian and SCEI Coach. Our team focuses on improving student achievement by providing support through staff development, RtI, Interventions, materials, planning, and data analysis. We also support the safety and social emotional well-being of our students through our efforts with SEL and Olweus lessons. Our School Improvement Team meets monthly to review and make decisions regarding budget, calendar of events, instructional issues and campus questions and concerns. We also encourage our staff to take on leadership roles by coordinating and coaching events such as science fair, UIL Academics, Destination Imagination, Math Bee, Robotics, Safety Patrol, etc. New this year will be our Student Ambassador Program and opening our chapter of National Elementary Honor Society. These functions provide extracurricular opportunities for our students to engage in challenging activities outside of the classroom.

School Processes & Programs Strengths

Loma Verde's tradition of excellence continues with recognition by the TEA as a 2016 5 Star Campus for achievement in math, reading, science, closing the performance gap and post-secondary readiness. We also were named a "2016 Texas Honor Roll School" by The Educational Results Partnership. Our students performed excellently in UIL Academic Competition, earning Loma Verde the sweepstakes trophy for our division.

Our instructional program begins with our Leadership Team which is comprised of our Principal, Assistant Principal, SCEI Coach, Counselor, and librarian. Our Leadership Team meet on Mondays to go over the calendar, discuss concerns, and worked to find ways to improve instruction and student success. Every teacher gets a planning day each and every 9 weeks. These planning days are organized by grade level with the Special Education teacher in charge of that grade level participating in the planning sessions.

In an effort to improve student achievement, we have implemented two notable changes in our organization this year. First is the consistent and careful implementation of the RtI process to monitor and address the needs of struggling students who are either failing or have attendance or discipline issues. Preliminary data from state assessments indicates that we are serving the correct students in our intervention groups. Secondly, we have incorporated a PLC time into the schedule in order for teachers to have a 90 minute block every 2 weeks to meet with the grade levels, SCEI coach and administrators. This time allows us to provide information specific to the grade levels such as data talks and targeted TEKS.

Our Title I program allows us to provide to our Campus/Faculty/Staff Professional Development, technology, and Supplies used to support learning at all grade levels and in all content areas, and 2 Temporary Instructional Aides.

Our Title I program also allows us to purchase needed supplies and instructional materials for our teachers in order to facilitate a more comprehensive and rigorous instructional program in all content areas

Our State Compensatory Education Program consists of a SCE-I Coach, full time and half time at-risk aides who provides support for teachers and At Risk students. We also fund a class size reduction teacher for 5th grade. SCE also pays for Intersession tutoring/interventions, Summer School, and Robotics Camps.

Upgrading our technology is an important goal for our school. Using funds from Title 1 and Bilingual, we have, over the past 2 years, purchased 35 new computers so that every teacher has a new computer in the classroom. We've also purchased 5 Dell Interactive Projectors. We currently have 3 operational computer labs. It is our intent to continue to focus on improving our technology resources and instruction so that our students have the and skills they need to succeed in the digital world.

Our SIT (School Improvement Team) meets monthly and consists of administration, teachers, staff, parents, and community business members. Our SIT agenda is always aligned with the SISD 5 strategic directions to address safety, curriculum, staff development, and community involvement. SIT members may also bring concerns and suggestions from their grade level and departments.

This year we will be focusing on the implementation of campus wide Social and Emotional Learning program designed to give students the skills necessary to develop self-esteem and efficacy, while at the same time decreasing bullying and inappropriate behaviors in the classroom, cafeteria, playground, and on social media.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Integration of technology into instruction at Loma Verde is inconsistent due to the need to upgrade and replace outdated computers in our classrooms and labs. **Root Cause:** Budget allocations allow for limited purchasing of technology, so new equipment is bought little by little each year.

Perceptions

Perceptions Summary

Our Mission Statement reads, Loma Verde Elementary School community is committed to providing a challenging education to every child in a safe and nurturing environment. It is in that spirit that we incorporate campus initiatives such as Papa Bears, Olweus Anti Bullying Program, and monthly Positive Character Traits lessons.

Loma Verde has strong business partners who contribute both goods and time to our campus on a regular basis. We have a Parent Liaison who works to involve parents in school activities and provides classes on current parenting topics and general life skills. We understand that family involvement is a proven positive factor in the success of students in school and are constantly looking for ways to build connections between home and school.

Perceptions Strengths

Our campus climate survey showed positive perceptions from all stake holders. Our students, staff and parents overall expressed satisfaction with the quality of education and safety at our school.

Teachers and staff are assigned weekly duty before and after school and during lunches to ensure students are monitored and safe. Loma Verde is proud to have the services of our “Papa Bears” to help monitor our hallways, cafeteria and playground area as well as parking lot. We have experienced fewer injuries and discipline issues thanks to the assistance of our dedicated staff, Papa Bears and security officer during lunch time. We are currently having 10 new security cameras installed to help monitor the building and provide documentation when incidents do occur. We keep all of our staff informed of any concerns that need to be addressed. Students and teachers are trained and reminded to report visitors in the building without a visitor’s badge. All students and staff have been instructed not to open the side doors to anyone. All visitors must enter through the front and sign in. All IDs are checked before releasing students for early pull-outs.

Safety drills are conducted in accordance with SISD regulations. The Olweus Bully Prevention Program continues to be implemented in all grade levels with fidelity. Our counselor has provided a suggestion box outside of his office and in the hallways to encourage students to report any incidents of bullying that occur if they wish to remain anonymous or wish to ask for a counseling session. Our counselor contacts parents to assure that they are aware of any incidents in which their child may be involved. He provides the names of outside agencies when further assistance is needed. Loma Verde offers multiple incentives to encourage students to attend school every day. Students and parents are reminded that absences can affect student achievement. Again, we offer recognition and incentives to teachers for perfect attendance every 9 weeks. We will continue to provide CHAMPS mentors to our students at-risk. We have seen an improvement in behavior and grades when students have a personal connection with a trusted adult on campus who is here to support and guide them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some teachers feel disconnected and uninformed regarding behavior strategies implemented by Sp.Ed. for ACCESS students and other Sp.Ed. students with behavior issues being served in the general education setting. **Root Cause:** Students are pulled out of general ed for their social lessons, so general ed teachers are not included in the loop of information. This causes inconsistencies in behavior management from teacher to teacher and can trigger melt downs and tantrums.

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
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: For the 2017-2018 school year, Loma Verde will continue to implement a plan of action to ensure that 100% of our stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: 100% of students, staff and visitors will feel save at school and school events based on campus climate surveys, safety audits and documentation of safety drills.

Summative Evaluation 1: Some progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Continue to implement Hall Pass procedures at front entrance to receive visitors to campus. Grow the "Papa Bear" safety program to help monitor hallways, cafeteria, playground and parking lot.</p>		Counselor, Parent Liaison, Administration, Campus Clerks	All visitors wearing visitor badges and logged into Hall Pass. Papa Bear sign in logs, Papa Bears visible on campus. Comments from parents, students, staff. Papa Bear Reports of incidents. Climate Survey.			
<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: Implement Social Emotional Learning (SEL) Curriculum to reduce the number of bullying incidents to no more than 10 for the 2017-2018 year at Loma Verde.

Evaluation Data Source(s) 2: Lesson plans, walk through observations, number of discipline referrals.

Summative Evaluation 2: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>1) Implement Social Emotional Learning program in every grade level through the use of program materials, resources and surveys to teach tolerance, acceptance and respect.</p>	1.0, 2.0, 4.0, 6.0	counselor, teachers, administrators	lesson plans, walkthroughs student surveys, reduce # of discipline referrals from 2016-2017 EOY discipline report			
Funding Sources: 199 - General - 500.00, 211 - Title I, Part A - 500.00						
 = 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: By May 30, 2018, LOMA VERDE will conduct 3 events to promote college and career readiness, such as College Week, Career Week and a Parent information night regarding pathway choices for students moving on to middle school.

Evaluation Data Source(s) 1: Counselor log of events.

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Develop and implement a College and Career Ready Strategic Plan by evaluating programs in place to ensure that students' needs are met and goals are set.</p>	1.0, 2.0, 3.0, 4.0, 9.0	counselor, SCEI, administration, librarian, teachers	Leadership meeting minutes; better informed stakeholders; consistency			
<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 2: For the 2017-2018 school year, 100% of LOMA VERDE 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.

Evaluation Data Source(s) 2: 100% of LOMA VERDE students will be placed in appropriate learning environments based on RtI, 504 and ARD evaluations and recommendations.

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>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Ensure that best practices for inclusion are employed using the Stetson Model to address the needs of our Sp Ed population.</p>	1.0, 3.0, 4.0, 8.0, 9.0, 10.0	Sp Ed teachers, teachers, administration	walkthroughs, IEPs, lesson plans improved student performance on benchmarks, Mock tests, istation, BOY and MOY assessments			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase testing materials as well as instructional materials, supplies and technology (to include but not limited to Science, Math, Engineering, Art, Robotics and laptops) in order to identify and provide differentiated instruction for GT students.</p>		GT coordinator, teachers	lesson plans, GT displays, observations, increased student performance in core subjects, benchmarks, MOCK STAAR, istation, grade level assessments STAAR, EOY assessments, increase number of G.T. identified students.			
Funding Sources: 199 - General: Gifted and Talented - 3150.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Provide opportunities for GT students to participate in activities such as, but not limited to: Team Quest, local educational field trips and other academically enriching activities</p>	1.0	Gt coordinator, teachers	Registration for competitions improved student performance in all areas Participation in competitions (Team Quest)			
Funding Sources: 199 - General: Gifted and Talented - 2300.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Purchase instructional and sensory materials to address the specific needs of students in Special Ed and/or ACCESS.</p>		Sp.Ed. Teachers, ACCESS Teacher	lesson plans, walkthroughs improved student performance/behavior, Benchmarks, end of unit tests, behavior plans, ARD documentation Benchmarks, STAAR			
Funding Sources: 199 - General Fund : Special Education - 6400.00						
<p>5) Purchase supplemental materials for the classroom in order to more effectively deliver lessons and materials which will increase student engagement in whole group, small group and individual settings.</p>	7.0, 9.0	Sp.Ed. Teachers, Bilingual Teachers, Classroom Teachers	Improved learning environment as measured by walk through data documenting student engagement and participation in lessons.			
= 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, LOMA VERDE will increase the number of students meeting state standards in Reading from 88% to 91% "approaches grade level"; 63% to 70% "meets grade level"; 39% to 42% "masters grade level when compared to the 2016-2017 STAAR Scores.

Evaluation Data Source(s) 3: Check Points, benchmarks, STAAR Scores

Summative Evaluation 3: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Provide access and availability of hardcover as well as online books to teachers and students to augment the selection of books by purchasing books and the campus-wide license/subscription for Tumble books, Studies Weekly, Story Works.</p>	1.0, 9.0, 10.0	librarian, administration, SCEI	lesson plans, student response displays, student work Improved reading scores on benchmarks, end of unit tests and STAAR			
Funding Sources: 211 - Title I, Part A - 2200.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Integrate into and address Social Studies TEKS through Reading to improve achievement with expository text.</p>	1.0, 4.0, 9.0, 10.0	administrators, SCIE Coaches	Lesson Plans improved scores in report cards/ common assessments, class schedules			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Purchase instructional technology hardware/software (including but not limited to Brainpop) to supplement, update, or replace current hardware/software utilized on campus for the purpose of accelerating student academic achievement.</p>	1.0, 6.0, 9.0, 10.0	media specialist, administration, teachers	increase in number of students at grade level or above pre-assessments, istation, end of unit assessments EOY istation reports			
Funding Sources: 199 - General - 5700.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Purchase new computers, laptops, COWs, ipads, printers, mice, memory, projectors and other technological equipment that will enhance/support district initiatives.</p>	1.0, 2.0, 9.0, 10.0	media specialist, administration, teachers, SCEI Coach	increase in student and teacher use of technology cscope end of unit assessments, benchmarks Mastery of TEKS, STAAR			
Funding Sources: 211 - Title I, Part A - 13875.00, 199 - General Fund: Bilingual - 2000.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Purchase the campus license for United Streaming to support teachers in accelerating student achievement and sparking students' curiosity in all subject areas.</p>	9.0	media specialist, administration, teachers, SCEI Coach	Students progress, end of unit tests, benchmarks, report cards, STAAR			
Funding Sources: 211 - Title I, Part A - 800.00						












<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>6) Provide tutoring in Math, Science, Reading and Writing during school, after school, intersession, Saturdays and Summer school.</p>	<p>1.0, 3.0, 8.0, 9.0, 10.0</p>	<p>teachers, SCEI, library aide, at risk aide, TIAs</p>	<p>Tutoring lesson plans, tutoring attendance rosters and logs. Improved performance in core subject assessments, benchmarks, end of unit tests, MOCK STAAR STAAR</p>			
<p>Funding Sources: 199 - General Fund: SCE - 139540.73, 211 - Title I, Part A - 7000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>7) Purchase research-based supplemental materials and online programs for class, tutoring, test preparation and/or Summer School for Math, Science, Reading and Writing for struggling students including but not limited to the following vendors: Curriculum Assoc., ETA, ECS: Staar Master, GF Educators: Step Up to the TEKS, Site License for Item Banks with People's Ed., MU-People's Ed., Mentoring Minds, Education Galaxy, Lexia Learning, Empowering Writers, Great Source, Forde-Ferrier, Math warm-ups: Countdown to STAAR, Perfection Learning, AIMS, Brainpop, Education Galaxy, ACCELERATE LEARNING: STEMscopes, Scholastic-Core Clicks, Lakeshore, Storyworks, Really Great Reading, Studies Weekly, etc.</p>	<p>1.0, 3.0, 8.0, 9.0</p>	<p>administration, SCEI, teachers</p>	<p>lesson plans, tutoring plans, walkthroughs, observations improved student performance unit assessments, benchmarks, STAAR</p>			
<p>Funding Sources: 211 - Title I, Part A - 24000.00</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 4: For the 2017-2018 school year, LOMA VERDE will increase the number of students meeting state standards in Math from 92% to 95% "approaches grade level; 65% to 70% "meets grade level"; 41% to 45% "masters grade level" when compared to the 2016-2017 STAAR Scores.

Evaluation Data Source(s) 4: Check Points, benchmarks, STAAR Scores

Summative Evaluation 4: Met Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Assist students who are struggling in Math by providing small group instruction and interventions, as well as staff development for teachers on Math strategies, activities and rotations that support at-risk students</p>	1.0, 3.0, 9.0	SCEI coach, administration, teachers, TIA	walkthroughs, end of unit tests STAAR, T-TESS			
Funding Sources: 211 - Title I, Part A - 30000.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase supplemental materials to support math instruction such as Dyna Notes and math manipulatives.</p>	1.0, 9.0	SCIE Coach, administration, teachers, TIA	Improve student achievement on math check points, benchmarks, STAAR scores.			
Funding Sources: 211 - Title I, Part A - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 5: For the 2017-2018 school year, LOMA VERDE will increase the number of students meeting state standards in Science from 96% to 98% "approaches grade level; 73% to 78% "meets grade level"; 47% to 50% "masters grade level" when compared to the 2016-2017 STAAR Scores.

Evaluation Data Source(s) 5: Check Points, benchmarks, STAAR Scores

Summative Evaluation 5: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Assist students who are struggling in Science by providing small group intervention as well as staff development for teachers on Science strategies, activities, science labs and rotations that will support at risk students.</p>	1.0, 3.0, 4.0, 9.0, 10.0	SCEI coach, administration, teachers, Science TIA	walkthroughs, Science lab lesson plans, sign in sheets for trainings, student progress, end of unit test results, Benchmarks, STAAR, T-TESS			
Funding Sources: 211 - Title I, Part A - 0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase supplemental science lab equipment and materials for students to conduct science experiments and other hands on activities.</p>	1.0, 9.0	Teachers, Science TIA, SCEI Coach, Administration	Improve student achievement on math check points, benchmarks, STAAR scores.			
Funding Sources: 211 - Title I, Part A - 1000.00, 199 - General - 500.00						
<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, LOMA VERDE will increase the number of students meeting state standards in Writing from 83% to 88% "approaches grade level; 56% to 60% "meets grade level"; 25% to 30% "masters grade level" when compared to the 2016-2017 STAAR Scores.

Evaluation Data Source(s) 6: Check Points, benchmarks, STAAR Scores

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
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide instructional support and intervention for at-risk students through the use of an Intervention Coach and At risk Instructional Aide</p>	1.0, 2.0, 3.0, 8.0, 9.0, 10.0	Teachers, SCEI Coach, Administration	Writing scores on STAAR will increase in all levels.			
Funding Sources: 199 - General Fund: SCE - 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 7: By Spring 2018, 100% of Tier III Students will receive appropriate academic support and documented interventions and progress monitoring.

Evaluation Data Source(s) 7: 100% of Tier III students will have RtI in place.

Summative Evaluation 7: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Document interventions provided for all students performing below grade level by creating an RtI profile by the end of the 6th week of school and every 3 weeks thereafter until student is performing consistently on grade level	1.0, 2.0, 3.0, 4.0, 10.0	Administrators, teachers, SCEI, At risk instructional aides, counselor	lesson plans, intervention and progress monitoring logs, RtI meetings, number of students in tutoring			
 = 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 school year, LOMA VERDE will increase the number of Special Education students meeting state standards in Reading from 79% to 85% "approaches grade level" when compared to the 2016-2017 STAAR Scores.

Evaluation Data Source(s) 8: Check Points, benchmarks, STAAR Scores, IEP Progress

Summative Evaluation 8: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide instructional support and intervention for Sp.Ed. students by providing tutoring after school and on Saturdays with Sp.Ed. teachers.</p>	1.0, 3.0, 8.0, 9.0, 10.0	Sp.Ed. teachers, Administration	Improved performance on STAAR Reading for Sp.Ed. population.			
Funding Sources: 199 - General Fund: SCE - 0.00, 199 - General Fund : Special Education - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 9: For the 2017-2018 school year, LOMA VERDE will increase the number of LEP students meeting state standards in Reading from 83% to 90% "approaches grade level" when compared to the 2016-2017 STAAR Scores

Evaluation Data Source(s) 9: District Checkpoints, Benchmarks, STAAR scores.

Summative Evaluation 9: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) 1) Provide instructional support and intervention for at-risk students through the use of an Intervention Coach and Bilingual Instructional Aide and after school tutoring.</p>	1.0, 9.0, 10.0	Administration	Improved academic performance and STAAR Scores for ELL students.			
Funding Sources: 263 - Title III, LEP - 5000.00						
= 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, all teachers will demonstrate increased instructional effectiveness as measured by T-TESS, walkthroughs, and student achievement data.

Evaluation Data Source(s) 1: 100% of teachers will show growth towards their professional goals based on T-TESS, walkthrough data and student achievement data.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Provide staff development based on Teacher Needs Survey and T-TESS observation data to ensure that teachers grow professionally.</p>		Administrators, SCEI Coach	T-TESS and classroom walkthroughs; increased student engagement and success in lessons			
<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: Teachers will be provided one planning day each 9 weeks for teachers to come together to plan with their grade level team.

Evaluation Data Source(s) 2: 100% of teachers will participate in 9 weeks planning days.

Summative Evaluation 2: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) 2) Provide one planning day each 9 weeks for teachers to come together to plan vertically and horizontally.</p>	1.0, 4.0, 8.0, 9.0	SCEI, administration, teachers	glance lesson plans, sign in sheets Improved student performance in end of unit assessments, informal tests, benchmarks, consistency in grade levels end of unit assessments, benchmarks, MOY and EOY assessments, STAAR	✓	✓	✓
Funding Sources: 199 - General - 6500.00						

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

Performance Objective 3: During the 2017-2018 school year, 100% of teachers will be provided at least 3 professional development opportunities either on or off campus.

Evaluation Data Source(s) 3: 100% of teachers and staff who attend off campus professional development will present or share training with colleagues during faculty meetings or PLCs; as well as implement at least one new strategy into their instructional delivery.

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>Critical Success Factors CSF 1 CSF 7</p> <p>1) Allow grade level teachers and staff the opportunity to attend on campus and off-site professional development based on needs, interests and district initiatives (including but not limited to the Fundamental Five) to ensure growth. After professional development, return to campus and train fellow teachers/staff.</p>	1.0, 3.0, 10.0	Administration, teachers, SCEI	trip requests, sign in sheets, Improved instructional practices as documented through T-TESS and walk throughs			
	Funding Sources: 199 - General - 0.00					
<p>2) AVID Strategy trainings will be provided to teachers by AVID Site Team to begin campus implementation in 3rd, 4th and 5th grades. New team of teachers will attend summer institute in 2018.</p>	3.0, 4.0	Administration	trip requests, sign in sheets, Improved instructional practices as documented through T-TESS and walk throughs			
	Funding Sources: 211 - Title I, Part A - 0.00					
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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

Performance Objective 4: During the 2017-2018 school year, LOMA VERDE will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: 100% of Teachers will improve their proficiency ratings by at least one indicator based on T-TESS goals when compared to 2016-2017 T-TESS.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide research-based professional development and materials in the following areas to include but not limited to: AVID Strategies, GT update, RtI training, Accessing intervention pieces on iStation, implementing IXL and Think through Math, Balanced Literacy, , Guided Reading, Guided Math, Lead4ward-designing assessments, Writer's Workshop, TEKS, Differentiated Instruction, Dyslexia, Inclusion-Autism, Vocabulary Development-ESL Second Language Acquisition, Technology Intergration, Daily 5, Word Walls, etc. Poetry, Shared Reading, Read Alouds</p>	1.0, 4.0, 8.0, 9.0	SCEI, Librarian, Administration	SCEI coach training calendar, sign in sheets, agendas, walkthroughs teacher feedback, improved student performance walkthroughs, observations Increase Proficiency levels based on T-TESS			
Funding Sources: 211 - Title I, Part A - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 1: LOMA VERDE will hold 2 parental involvement activities per nine weeks to increase parent and community participation in educational involvement activities and events to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: By May 30, 2018, Eight agendas and sign in sheets from each of the parental involvement sessions.

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>Critical Success Factors CSF 5 CSF 6</p> <p>1) Offer trainings and outreach programs to strengthen our community and parental involvement as well as encourage Family Engagement Liaison to attend conferences/seminars that will enrich our parental involvement program. Provide Family Engagement Liaison with refreshments, supplies, paper for flyers, laptop and materials to promote and conduct trainings and seminars for parents.</p>	1.0, 2.0, 6.0	Family Engagement Liaison	sign in sheets, agendas improved parental involvement, positive comments in climate survey, BOY sign in sheets EOY sign in sheets			
Funding Sources: 211 - Title I, Part A - 1153.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: For the 2017-2018 school year, LOMA VERDE will communicate with parents and community through monthly newsletters, email, website, marquee and Blackboard Connect.

Evaluation Data Source(s) 2: Copies of monthly newsletters and event calendars, logs of Blackboard Connect messages, campus website update log, campus climate survey

Summative Evaluation 2: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Ensure that parents, community and businesses are aware of school functions, programs and activities by notifying them consistently throughout the school year through flyers, calendars, website, School Messenger, teacher letters, marquee messages and emails sent by administration, counselor, teachers, Parent Liaison and special programs.</p>	1.0, 6.0	teachers, SCEI, counselor, administration, librarian, GT, Special Ed	flyers, marquee, school messenger, etc. parents and community more aware and involved, EOY climate survey			
<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 3: By the end of the 2017-2018 school year, LOMA VERDE will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to at least 10 active partners to support student education.

Evaluation Data Source(s) 3: Loma Verde will have at least 10 Partners in Ed by May 2018

Summative Evaluation 3: Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Reach out to new businesses, higher education institutions, and other outside agencies to increase number of partnership activities to support student education.</p>	1.0, 6.0	counselor	phone log, emails, letters , number of partners at EOY 2017. PIE donation log			
<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, 90% of all students in all subgroups at LOMA VERDE 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: 90% of students in all subgroups will meet standard on STAAR and District Milestones

Summative Evaluation 1: Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Provide opportunities for after school, intersession, Saturday camps and Summer school and in school tutoring for ELLs.	1.0, 3.0, 8.0, 9.0	Bilingual teachers, BIL TIA, administration	walkthroughs, tutoring lesson plans, student sign in sheets improved student performance			
Funding Sources: 199 - General Fund: Bilingual - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: 100% of LOMA VERDE teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth as indicated by STAAR and District Milestones

Evaluation Data Source(s) 2: K-2 District Milestones and Benchmarks:

90% of students will be on grade level in math and reading

3rd-5th STAAR Scores:







Math 95% will meet "approaches grade level"












Reading 91% will meet "approaches grade level"

Science 98% will meet "approaches grade level"

Writing 88% will meet "approaches grade level"

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>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Purchase research-based materials (such as but not limited to Motivation: Reading Writing, Math and Science; STAAR Master, IXL license for Math and Reading; Johnny Can Spell, Forde Ferrier, Step Up to TEKS, STAAR Master, Countdown, Lone Star and STEMscopes) to provide differentiated instruction and intervention in the areas of Math, Reading, Writing and Science for at-risk, ELLs and Special Ed students.</p>	1.0, 2.0, 3.0, 9.0, 10.0	administration, SCEI, teachers	lesson plans, walkthroughs istation, DRA, benchmarks, teacher created assessments, Mock STAAR Improved performance in core subject areas			
Funding Sources: 211 - Title I, Part A - 0.00						
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide opportunities for in-school tutoring with TIAs and at-risk aide.</p>	1.0, 2.0, 9.0, 10.0	TIAs and At-Risk Aide	Contact logs, teacher lesson plans, on-line weekly logs improved performance and achievement in core subjects istation, DRA, benchmarks Student sign in sheets			
Funding Sources: 211 - Title I, Part A - 12035.00						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Purchase necessary instructional supplies, materials, software, computer and technological equipment including, but not limited to, projectors, replacement bulbs, IWB pens and memory to ensure that teachers are able to appropriately modify/enhance curriculum to meet all students' specific needs (including ELLs and SPED) and to ensure that computers are available for student use.</p>	1.0, 9.0, 10.0	teachers, administration	lesson plans, IEPs, tutoring/ intervention lesson plans improved performance and achievement in core subjects Brigance, istation, unit tests, benchmarks			
Funding Sources: 199 - General Fund: Bilingual - 1750.00						
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students during intersession/Saturday School/Summer School.</p>	1.0, 9.0, 10.0	teachers, Bilingual teachers, SCEI, administration	intersession tutoring lesson plans, walkthroughs improved student achievement and performance end of unit tests, benchmarks, Mock STAAR			
Funding Sources: 199 - General Fund: SCE - 7910.00, 199 - General Fund: Bilingual - 5000.00						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 3: During the 2017-2018 school year, 100% of Special Education teachers will be provided at least 3 professional development opportunities either on or off campus and resources to support professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: 100% of teachers will attain T-TESS Proficient level or based on their professional growth goals. 100% of students will show growth from BOY to MOY based on iStation, benchmarks and STAAR. 100% of teachers and staff who attend off campus professional development will present or share training with colleagues during faculty meetings or PLCs; as well as implement at least one new strategy into their instructional delivery.

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>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide professional development or funds for off-campus trainings to teachers and purchase instructional materials and equipment or software that will support differentiated instruction for Special Ed students.</p>	1.0, 3.0, 9.0	Special Ed teachers, aides, administration	lesson plans, walkthroughs, sign in sheets improved performance in areas being served end of 9 week's assessments, teacher created assessments, istation			
Funding Sources: 199 - General Fund : Special Education - 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: By February 28, 2018, LOMA VERDE personnel will host 2 family evening events designed to engage parents in the educational process in order to promote the academic and behavioral success of students.

Evaluation Data Source(s) 4: Sign in sheets and agendas from Math and Literacy nights.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Engage parents in the educational process to ensure the academic and behavioral success of students by providing the following: STAAR information Night, Literacy-Library Night, Math Night (Nachos and Numbers), Art Showcase, GT Showcase and Parent/Teacher Conferences.</p>	1.0, 6.0, 9.0, 10.0	teachers, librarian, SCEI, administration, Parent Liaison	parent sign in sheets Increased parental participation			
<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 5: For the 2017-2018 school year, the attendance rate for all students at Loma Verde will improve to 97% from 96.38% in 2016-2017.

Evaluation Data Source(s) 5: Student attendance will be 97% for the 2017-2018 school year.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide attendance incentives and recognition to students and teachers for perfect attendance - every 10 days for each class with perfect attendance, every nine weeks for students and teachers, end of year trophies for students perfect attendance</p>	1.0, 6.0, 8.0	Teachers, Counselor, Administration	Announcements, Schedule of Ceremonies, Class popcorn party lists, Parent communication log to acknowledge improved attendance			
<p>2) Monitor attendance weekly and contact parents immediately when three consecutive absences occur or when student is nearing 90% attendance or below.</p>	1.0, 6.0	PIEMS Clerk, Attendance Administrator, Counselor	Improved attendance through intervention with parents. Parents will be better informed about attendance requirements and work with the school to ensure students are in school everyday.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
5	1	1	Provide opportunities for after school, intersession, Saturday camps and Summer school and in school tutoring for ELLs.
5	2	1	Purchase research-based materials (such as but not limited to Motivation: Reading Writing, Math and Science; STAAR Master, IXL license for Math and Reading; Johnny Can Spell, Forde Ferrier, Step Up to TEKS, STAAR Master, Countdown, Lone Star and STEMscopes) to provide differentiated instruction and intervention in the areas of Math, Reading, Writing and Science for at-risk, ELLs and Special Ed students.
5	2	2	Provide opportunities for in-school tutoring with TIAs and at-risk aide.
5	2	4	Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students during intersession/Saturday School/Summer School.
5	3	1	Provide professional development or funds for off-campus trainings to teachers and purchase instructional materials and equipment or software that will support differentiated instruction for Special Ed students.
5	4	1	Engage parents in the educational process to ensure the academic and behavioral success of students by providing the following: STAAR information Night, Literacy-Library Night, Math Night (Nachos and Numbers), Art Showcase, GT Showcase and Parent/Teacher Conferences.

State Compensatory

Budget for Loma Verde Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-121-30-39-000-6118	6118 Extra Duty Stipend - Locally Defined	\$7,910.00
6100 Subtotal:		\$7,910.00

Personnel for Loma Verde Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erica Mendoza	At Risk Instructional Aide	Interventionist for At Risk Students	1
Laura Flores	Library Aide	Interventionist for At Risk Students	.5
Meredith Rodriguez	SCEI	Interventionist/Teacher support	1
Viviana Serrano	5th Grade Teacher	Class Size Reduction	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>
Cristina Hernandez	Family Engagement Liaison	Title 1	1
Ray Barraza	Instructional Aide	Interventionist for At Risk Students	.5
Veronica Ramirez	Instructional Aide	Science Aide	.5

School Improvement and Operational Team

Committee Role	Name	Position
Non-classroom Professional	Carolyn Del	Librarian
Paraprofessional	Cristina Hernandez	Parent Liaison
Non-classroom Professional	Eddie Martinez	Counselor
Administrator	Leslie Chavez	Principal
Non-classroom Professional	Meredith Rodriguez	SCEI Coach
Administrator	Virgina Pon	Asst. Principal
Classroom Teacher	Josie Barraza	Kinder Teacher
Classroom Teacher	Marina Galindo	1st Grade Teacher
Classroom Teacher	Gloria Savedra	2nd Grade Teacher
Classroom Teacher	Evelyn Leal	3rd Grade Teacher
Classroom Teacher	Celina Cervantes	4th Grade Teacher
Classroom Teacher	Vivian Serrano	5th Grade Teacher
Parent	Melissa Ortiz	Parent Volunteer
District-level Professional	Zaide Cabazuela	District Representative

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$500.00
2	3	3	Software	211-11-121-24-00-000-6299	\$5,700.00
2	5	2			\$500.00
3	2	1	Substitutes	199-11-121-11-00-000-6112	\$6,500.00
3	3	1		199-11-121-11-13-000-6112	\$0.00
Sub-Total					\$13,200.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	6	Salaries for SCEI and Aides and CSR Teacher (\$131,630.73); and extra duty pay for tutoring (\$7910)		\$139,540.73
2	6	1			\$0.00
2	8	1			\$0.00
5	2	4	Extra duty pay		\$7,910.00
Sub-Total					\$147,450.73
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4		199-11-121-63-99-000-6399	\$6,400.00
2	2	4	Teacher Travel	199-13-121-23-02-000-6411	\$0.00
2	8	1			\$0.00
5	3	1		199-13-121-23-02-000-6411	\$1,000.00
Sub-Total					\$7,400.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$500.00

2	3	1	Books and licenses	211-11-121-64-00-000-6329	\$2,200.00
2	3	4		211-11-121-24-00-000-6395	\$13,875.00
2	3	5	211-11-121-24-00-000-6329		\$800.00
2	3	6		211-11-121-24-00-000-6118	\$7,000.00
2	3	7	supplemental instructional materials	211-11-121-24-00-000-6399	\$24,000.00
2	4	1	TIA Salaries		\$30,000.00
2	4	2	math instructional materials		\$0.00
2	5	1	Science TIA	211-11-121-24-00-000-6125	\$0.00
2	5	2			\$1,000.00
3	3	2			\$0.00
3	4	1			\$0.00
4	1	1	Materials, supplies and refreshments for parent workshops	211-61-121-24-00-000-6399	\$753.00
4	1	1		211-61-121-24-00-000-6499	\$400.00
5	2	1	Refer to funding in goal 2		\$0.00
5	2	2		211-11-121-24-00-000-6125	\$12,035.00
Sub-Total					\$92,563.00

263 - Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	1			\$5,000.00
Sub-Total					\$5,000.00

199 - General Fund: Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	4			\$2,000.00
5	1	1			\$0.00
5	2	3		199-11-121-25-99-000-6395	\$1,750.00
5	2	4	Extra duty pay		\$5,000.00
Sub-Total					\$8,750.00

199 - General: Gifted and Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	G.T. Funds	199-11-121-21-00-000-6339	\$3,150.00
2	2	3		199-36-121-21-00-000-6412	\$2,000.00
2	2	3		199-11-121-21-00-000-6494	\$300.00
Sub-Total					\$5,450.00
Grand Total					\$279,813.73