

**Socorro Independent School District**  
**SGT. Roberto Ituarte Elementary**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

Mission statement at SGT Roberto Elementary, our mission is to create a safe, challenging and enriched learning environment where the faculty, staff, parents and community are committed to share in the responsibility of empowering students to reach their full potential academically and socially.

## Vision

Tomorrow's leaders learning today.

## Superintendent & Board Members

Dr. José Espinoza  
Superintendent of Schools

**Paul Guerra**  
Board President  
District 4

**Cynthia Ann Najera**  
Vice President  
District 2

**Michael Anthony Najera**  
Board Secretary  
District At-Large

**Hector F. Gonzalez**  
Trustee  
District 1

**Gary Gandara**  
Trustee  
District 5

**Antonio "Tony" Ayub**  
Trustee  
District At-Large

**Angelica Rodriguez**  
Trustee  
District 3

# Table of Contents

|   |    |
|---|----|
| Comprehensive Needs Assessment .....  | 5  |
| Needs Assessment Overview .....   | 5  |
| Demographics .....  | 6  |
| Student Academic Achievement .....  | 13 |
| School Processes & Programs .....   | 14 |
| Perceptions .....   | 15 |
| Comprehensive Needs Assessment Data Documentation .....   | 16 |
| Goals .....   | 19 |
| 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. ....  | 19 |
| 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 .....   | 22 |
| 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. ....  | 31 |
| Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students .....  | 38 |
| 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. .... | 43 |
| State Compensatory .....  | 50 |
| Budget for SGT. Roberto Ituarte Elementary: .....   | 50 |
| Personnel for SGT. Roberto Ituarte Elementary: .....  | 52 |
| Campus Funding Summary .....  | 53 |

# Comprehensive Needs Assessment

## Needs Assessment Overview

Ituarte Elementary will continue to work on all Academic areas for the 2016-2017 school year and will continue to purchase technology to be implemented in Daily Lessons. RTI implementation will continue to work with all students at risk of failing by providing appropriate and timely interventions during school hours, before school hours, extended day and Saturday camps. ARD committee, 504 committee, LPAC committee, will continue to continuously meet to discuss appropriate interventions, modifications and accommodations to make sure all students succeed for the 2017-2018 school year.

# Demographics

## Demographics Summary

### Comprehensive Needs Assessment

At SGT Roberto Ituarte Elementary, our vision is to create a safe, challenging, and enriched learning environment where the faculty, staff, parents, and community are committed to share in the responsibility of empowering students to reach their full academic and social potential.

SGT Ituarte Elementary was again designated this year as an overflow campus for the El Dorado HS feeder pattern. Our campus was impacted by a large influx of military families. Our campus continues to have one of the highest military enrollments in the district.

Our School-wide Title I program consists of parent involvement activities, which include monthly parent sessions conducted by the Parent Liaison. In addition, we provide a number of family involvement activities: WATCH Dog Program, Nachos & Numbers, Bilingual Parent Conference, Kinder Safety Parade, and Terrific Kids Celebrations.

In addition, five Instructional Aides were hired to assist Tier 2 and Tier 3 students with interventions.

Using our State Compensatory Program we hired an instructional aide to provide academic interventions to Tier 2 and Tier 3 students.

Our Title III funds were used to hire a temporary Instructional Aide to assist the Bilingual and Limited English Proficient students.

The site-based decision-making team analyzed at last year's program evaluations, Climate Survey results, and the following data: i-Station, DRA, C-Scope unit assessments, and STAAR results.

Committees were formed to identify areas of weakness.

Our campus served a total of 926 students in grades Kinder through 5th grade.

|                    | Count               | Percent |
|--------------------|---------------------|---------|
| Student Total      | <a href="#">926</a> | 100%    |
| Kindergarten Grade | <a href="#">126</a> | 13.61%  |
| 1st Grade          | <a href="#">160</a> | 17.28%  |
| 2nd Grade          | <a href="#">153</a> | 16.52%  |
| 3rd Grade          | <a href="#">172</a> | 18.57%  |

|           |                     |        |
|-----------|---------------------|--------|
| 4th Grade | <a href="#">161</a> | 17.39% |
| 5th Grade | <a href="#">154</a> | 16.63% |

The student population is 4.32% African-American, 7.45% White, 0.97% Asian, and 84.56% Hispanic. The staff population is 12% White, 1% Asian, 86% Hispanic, 15% male and 85% female.

|                                    | Count               | Percent |
|------------------------------------|---------------------|---------|
| Gender                             |                     |         |
| Female                             | <a href="#">446</a> | 48.16%  |
| Male                               | <a href="#">480</a> | 51.84%  |
| <hr/>                              |                     |         |
| Ethnicity                          |                     |         |
| Hispanic-Latino                    | <a href="#">783</a> | 84.56%  |
| <hr/>                              |                     |         |
| Race                               |                     |         |
| American Indian - Alaskan Native   | <a href="#">4</a>   | 0.43%   |
| Asian                              | <a href="#">9</a>   | 0.97%   |
| Black - African American           | <a href="#">40</a>  | 4.32%   |
| Native Hawaiian - Pacific Islander | <a href="#">2</a>   | 0.22%   |
| White                              | <a href="#">69</a>  | 7.45%   |
| Two-or-More                        | <a href="#">19</a>  | 2.05%   |

SGT Ituarte serves 219 English Language Learner students, 14 students are in the Gifted and Talented program, 45 students identified for 504 services, and 104 students served through special education services.

|                                    | Count               | Percent |
|------------------------------------|---------------------|---------|
| Bilingual                          | <a href="#">189</a> | 20.41%  |
| English as a Second Language (ESL) | 0                   | 0.00%   |

|                                      |                     |         |
|--------------------------------------|---------------------|---------|
| Career and Technical Education (CTE) | 0                   | 0.00%   |
| Free Lunch Participation             | <a href="#">426</a> | 46.00%  |
| Reduced Lunch Participation          | <a href="#">159</a> | 17.17%  |
| Other Economically Disadvantaged     | 0                   | 0.00%   |
| Gifted & Talented                    | <a href="#">9</a>   | 0.97%   |
| Special Education (SPED)             | <a href="#">87</a>  | 9.40%   |
| Title 1 Participation                | <a href="#">926</a> | 100.00% |
| Dyslexia                             | <a href="#">9</a>   | 0.97%   |
| Homeless Statuses                    |                     |         |
| Homeless Status Total                | <a href="#">14</a>  | 1.51%   |
| Shelter                              | <a href="#">2</a>   | 0.22%   |
| Doubled Up                           | <a href="#">12</a>  | 1.30%   |
| Unsheltered                          | 0                   | 0.00%   |
| Hotel/Motel                          | 0                   | 0.00%   |

Count Percent

|   |                    |        |
|---|--------------------|--------|
| Top Primary Disabilities                        |                    |        |
| Speech impairment                               | <a href="#">26</a> | 29.00% |
| Other health impairment                         | <a href="#">17</a> | 19.00% |
| Learning disability                             | <a href="#">14</a> | 16.00% |
| Emotional disturbance                           | <a href="#">12</a> | 13.00% |
| Instructional Settings                          |                    |        |
| Speech Therapy code (00)                        | <a href="#">26</a> | 29.89% |
| Homebound code (01)                             | 0                  | 0.00%  |
| Hospital Class code (02)                        | 0                  | 0.00%  |
| Mainstream code (40)                            | <a href="#">23</a> | 26.44% |
| Resource Room codes (41,42)                     | <a href="#">14</a> | 16.09% |
| VAC code (08)                                   | 0                  | 0.00%  |
| Off Home Campus codes (91,92,93,94,95,96,97,98) | 0                  | 0.00%  |



|   |           |        |
|---|-----------|--------|
| State School code (30)                              | 0         | 0.00%  |
| Residential Care codes (81,82,83,84,85,86,87,88,89) | 0         | 0.00%  |
| Self-Contained codes (43,44)                        | <u>24</u> | 27.59% |
| Full-Time Early Childhood code (45)                 | 0         | 0.00%  |

The purpose of this plan is to provide the highest quality of instruction through research-based strategies and best practices. SGT Ituarte teachers plan and align their instruction and assessments to meet the needs of all their students.

Campus needs were identified after reviewing the data for the 2016 i-Station Assessments, TCM Math Assessments, CSCAPE Unit Assessments, STAAR, and benchmarks.

This data was analyzed to target the 5 district goals. The needs assessment is based on longitudinal and current year data disaggregation. Incorporated into the plan are areas for improvement of student perform

|  | Count      | Percent |
|--|------------|---------|
| At-Risk                                    | <u>436</u> | 47.08%  |
| Economically Disadvantaged                 | <u>585</u> | 63.17%  |
| Title I Homeless( <u>*Special Notes*</u> ) | 0          | 0.00%   |
| Immigrant                                  | <u>8</u>   | 0.86%   |
| Limited English Proficient (LEP)           | <u>219</u> | 23.65%  |
| Migrant                                    | 0          | 0.00%   |
| Military Connected                         | <u>140</u> | 15.12%  |
| Foster Care                                | 0          | 0.00%   |
| CTE Single Parent/Pregnant Teen            | 0          | 0.00%   |

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.

Strengths: We have made safety a priority. The first item on every meeting agenda has been about safety issues. We have implemented all of the district safety initiatives to include All Hands on Deck. We hired five monitors to assist with safety during recess. We provided Kindergarten teachers with safety coloring books for every student that were designed specifically to address pertinent Ituarte safety issues. In addition, the WATCH Dog Program was launched this school year, which consists of parent volunteers to help us monitor hallways, cafeteria, and playground areas.

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.

Strengths: SGT Roberto Ituarte's academic strengths are as follows: We met or surpassed the District Average in the areas of Reading and Science STAAR tests. We scored an 86.5% in Reading with a gain of 3.2% met change (District average: 80.3%. We scored an 90.1% in Science (District average: 81.6%) with a gain of 6.3% met change. And we scored a 75.3% in Writing (District average: 76%) with a gain of 0.5% in met change in 2016.

In addition, SGT Roberto Ituarte Elementary was identified as a Title 1 Reward School by the Texas Education Agency for closing the student achievement gap.

Needs: Results identify 3rd grade in need of assistance as indicated by the Reading STAAR scores. Staff development in the area of reading will be a major focus. In addition, 4th grade has been identified in need of assistance as indicated by the Writing STAAR scores. Therefore, staff development in the area of writing will be provided as well.

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.

Strengths: All faculty will receive aligned ongoing staff development through monthly Knights Academies and early release/staff development days. However, we realize that our campus needs differentiated staff development to address specific grade level needs.

Needs: All faculty will receive training on district initiatives such as Attendance, Olweus, Daily 5, and Guided Math, and The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child. In addition, all staff will continue to receive Guided Reading/Balanced Literacy, Thinking Maps, Running Records, Writing, and Science.

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.

Strengths: SGT Roberto Ituarte Elementary offers an array of strategies to engage all parents in the learning process. Communication is maintained via Open House, newsletters, student agendas, marquee messages, school messenger, parent/teacher conferences, RTI meetings, Bilingual Parent Conference, Academic Parent-Student Workshops, Parent and child military parent night, a Father and Daughter Dance, and a Mother and Son Dance, mommy manicure, mother's day mariachi celebration, VASSP after school sports, awards assemblies.

Students also have different opportunities to showcase their abilities during Terrific Kid awards, Talent Shows, Gifted and Talented program showcase, Destination Imagination State Competition, Literary Anthology, Mommy Manicures, Pizza with the Principal, Saturday Science Enrichment Camps, Robotics Camps.

Monthly parent meetings are coordinated by the campus Parent Liaison. Topics included but not limited to: Truancy: Who Does it Hurt, Volunteer Recognition Breakfast, STAAR Awareness, etc.

Needs: Attendance at our parent meetings has not been optimal. We will continue to strive to improve communication with our parents by developing more effective means of communication, and by providing parents with meaningful activities to attend. We will continue to promote our partnership with Fort Bliss and Partners in Education groups.

Based on the Climate Survey results, we feel a need to provide opportunities for staff to plan.

Goal 5 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.

Needs: Our school is at a point where the aging technology is in need of upgrading and/or replacing. We will communicate with district technology administrators to guide us in purchasing the appropriate technology.

As an overflow campus, our staffing needs continue to change. We will work with district Human Resources administration to ensure that our classrooms are staffed with highly qualified teachers.

Our campus has a BIC Special Education unit. We will continue to work closely with the Special Education administration to ensure that the unit is staffed appropriately and the staff in the unit receives the needed staff development training.

## V. Summary

Data driven decisions along with research based staff development will continue to help us raise the percentage of students meeting minimum standards in all subject areas. We will refine our staff development to ensure a comprehensive understanding of differentiated instruction and assessment. We have a young and energetic faculty eager to learn and willing to continue to work side by side with parents and the community in order to reach the next level. By aligning and monitoring instruction, we will increase the percentage of commended performance level.

## Demographics Strengths

Strengths: We have made safety a priority. The first item on every meeting agenda has been about safety issues. We have implemented all of the district safety initiatives to include All Hands on Deck. We hired five monitors to assist with safety during recess. We provided Kindergarten teachers with safety coloring books for every student that were designed specifically to address pertinent Ituarte safety issues. In addition, the WATCH Dog Program was launched this school year, which consists of parent volunteers.

Strengths: SGT Roberto Ituarte's academic strengths are as follows: We met or surpassed the District Average in the areas of Reading and Science STAAR tests. We scored an 846.5% in Reading with a gain of 3.2% met change (District average: 80.3%. We scored an 90.1% in Science (District average: 81.6%) with a gain of 6.3% met change. And we scored a 75.3% in Writing (District average: 76%) with a gain of 0.5% in met change for 2016 .Strengths: All faculty will receive aligned ongoing staff development through monthly Knights Academies and early release/staff development days. However, we realize that our campus needs differentiated staff development to address specific grade level needs.

Strengths: All faculty will receive aligned ongoing staff development through monthly Knights Academies and early release/staff development days. However, we realize that our campus needs differentiated staff development to address specific grade level needs.

Strengths: SGT Roberto Ituarte Elementary offers an array of strategies to engage all parents in the learning process. Communication is maintained via Open House, newsletters, student agendas, marquee messages, school messenger, parent/teacher conferences, RTI meetings, Bilingual Parent Conference, Academic Parent-Student Workshops, Parent and child military parent night, a Father and Daughter Dance, and a Mother and Son Dance, mommy manicure, mother's day mariachi celebration.

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

**Problem Statement 1:** All faculty will receive training on district initiatives such as Attendance, Olweus, Daily 5, and Guided Math. In addition, all staff will continue to receive Guided Reading/Balanced Literacy, Thinking Maps, Running Records, Writing, and Science. **Root Cause:** New concepts and new set of needs with overflow, military and Special Populations of students.

## Student Academic Achievement

### Student Academic Achievement Summary

Ituarte Elementary made gains in all academic areas in all grade levels with the exception of 4th grade STARR Math.

### Student Academic Achievement Strengths

3rd grade STAAR Math 87.8% passing 17.3% Advanced with 0.3% gains from 2015 to 2016 and 1.5% gains Advanced percent change from 2015 to 2016.

5th grade STAAR Math 94.4% passing 35.7% Advanced with 11.9% gains from 2015 to 2016 and 13.8% gains Advanced percent change from 2015 to 2016.

3rd grade STAAR Reading 84.6% passing 18.6 Advanced with 6.3% gains from 2015 to 2016 and 0.8% gains Advanced percent change from 2015 to 2016.

4th grade STAAR Reading 83.3% passing 19.4% Advanced with 4.5% gains from 2015 to 2016.

5th grade STAAR Reading 91.6% passing 28.7% Advanced with 0.2% increase Advanced percent change from 2015 to 2016.

5th grade STAAR Science 90.1% passing 16.9% Advanced with 6.3% gains from 2015 to 2016 and 1.5% gains Advanced Percent change from 2015 to 2016.

4th grade STAAR Writing 75.3% passing 14.4% Advanced with 0.5% gains from 2015 to 2016 and 6.0% gains Advanced Percent change from 2015 to 2016.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Continue to work with 4th grade math instruction to include Think through math. **Root Cause:** STAAR scores went down from 2015 to 2016. Scores for 2017 will be in June 2017

## School Processes & Programs

### School Processes & Programs Summary

100% of all teachers and instructional paraprofessionals are highly qualified at Ituarte Elementary. We had 100% retention rate of employees for the 2015-2016 school year. All new teachers are matched up with a mentor teacher to assist with daily routines, procedures and curricular concerns. SCEI coach assists new teachers through a new teacher mentor program to assist with curriculum and assessments. Professional development is given to all teachers in order to assist with curriculum concerns or questions monthly through faculty meetings, and weekly as grade level PLC. Instructional rounds are conducted every nine weeks to check for curriculum gaps and follow ups to address alignment. Daily walkthroughs by administration ensure that teachers are implementing what they have learned. Administration team work with teachers whose student performance is below district and/or state standards

### School Processes & Programs Strengths

100% of all teachers and instructional paraprofessionals are highly qualified at Ituarte Elementary. We had 100% retention rate of employees for the 2015-2016 school year. All new teachers are matched up with a mentor teacher to assist with daily routines, procedures and curricular concerns. SCEI coach assists new teachers through a new teacher mentor program to assist with curriculum and assessments. Professional development is given to all teachers in order to assist with curriculum concerns or questions monthly through faculty meetings, and weekly as grade level PLC. Instructional rounds are conducted every nine weeks to check for curriculum gaps and follow ups to address alignment.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Daily walkthroughs by administration ensure that teachers are implementing what they have learned. Administration team work with teachers whose student performance is below district and/or state standards. For the 2017-2018 school year Ituarte Elementary will be focusing on our special populations in order to assist teachers for academic achievement. **Root Cause:** Continue with supporting classroom teachers with academic areas.

## Perceptions

### Perceptions Summary

Academic goals for Ituarte will be a focus on campus wide writing by implementing writing across the curriculum, and AVID strategies: WICOR, Note taking, continuous improvement cycle, College readiness model, shared responsibility, interdisciplinary perspective, high expectations... We will continue to work on improving math, reading, science and social studies in all grade levels by implementing AVID strategies school wide. Goals, performance objectives and strategies are communicated to staff by Professional Development sessions weekly through grade level PLC meetings. High expectations for student academic growth are set for all students at Ituarte Elementary. Campus data to include STAAR, TELPAS, Benchmark assessments, I station reports, TCM data in analyzed to get to the root causes to identify academic gaps and how we will fill the gaps in a timely manner. We offer daily common planning time and every nine weeks full day grade level planning time by grade level to make sure we align our gaps, resources and interventions for all students. Curriculum and special population committees are in place for teachers to participate in order to make the best decisions for student achievement. Master schedules are set as a grade level and as a whole campus to maximize the amount of time spent in instruction.

### Perceptions Strengths

High expectations for student academic growth are set for all students at Ituarte Elementary. Campus data to include STAAR, TELPAS, Benchmark assessments, I station reports, TCM data in analyzed to get to the root causes to identify academic gaps and how we will fill the gaps in a timely manner. We offer daily common planning time and every nine weeks full day grade level planning time by grade level to make sure we align our gaps, resources and interventions for all students. Curriculum and special population committees are in place for teachers to participate in order to make the best decisions for student achievement. Master schedules are set as a grade level and as a whole campus to maximize the amount of time spent in instruction.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Academic goals for Ituarte will be a focus on campus wide writing by implementing writing across the curriculum, and AVID strategies: WICOR, Note taking, continuous improvement cycle, College readiness model, shared responsibility, interdisciplinary perspective, high expectations... We will continue to work on improving math, reading, science and social studies in all grade levels by implementin **Root Cause:** Continue getting our students ready for STAAR, TELPAS, Benchmarks, TCM...

# 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data



- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

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

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

#### **Parent/Community Data**

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

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

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












# 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, SGT Roberto Elementary will facilitate the housing of a school based security officer who will be responsible for mentoring, teaching, creating partnerships, building relationships, and ensuring school safety is implemented as a daily plan of action to ensure that campus stakeholders feel safe at school and school events, decreasing the number of code of conduct violations among students

**Evaluation Data Source(s) 1:** 2017-2018 decrease 20% of Code of Conduct incidents from 29 to 23

**Summative Evaluation 1:** Met Performance Objective












| Strategy Description  | TITLE I   | Monitor  | Strategy's Expected Result/Impact           | Formative Reviews   |   |   |
|---|-----------|--|---|---|---|---|
|   |           |  |   | Oct   | Jan   | May   |
| 1) School based security officer  | 1.0       | Security Officer                                   | Campus Security Officer Schedule            |  |  |  |
| 2) OLWEUS Anti Bullying Lessons   | 2.0, 10.0 | Administration<br>Counselors<br>Classroom Teachers | OLWEUS Walkthroughs<br>Discipline Referrals |  |  |  |
|  = 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, SGT Roberto Ituarte Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 2:** Safety drills and scenarios data and reports submitted on Eduphoria

**Summative Evaluation 2:** Met Performance Objective

| Strategy Description   | TITLE I | Monitor                              | Strategy's Expected Result/Impact  | Formative Reviews   |   |   |
|--|---------|--------------------------------------|--|---|---|---|
|  |         |                                      |  | Oct   | Jan   | May   |
| 1) Campus Evacuation Drills for multiple emergency scenarios.  | 2.0     | Administration<br>Classroom Teachers | Classroom Sign in sheets<br>Safety Procedures<br>amount of time taken to evacuate campus |  |  |  |
| 2) Students will be trained for multiple emergency scenarios.  | 2.0     | Administration<br>Classroom Teachers | Student Sign in sheets<br>response during emergency scenario drills<br>observation       |  |  |  |
|  = 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 SGT Roberto Ituarte Elementary will decrease from 5% to 3%.

**Evaluation Data Source(s) 3:** Discipline Reports, Discipline incidents. Less than 180 related incidents were reported at SGT Roberto Ituarte Elementary for the 2016-2017 school year.

**Summative Evaluation 3: Met Performance Objective**

| Strategy Description  | TITLE I | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|---------|--|--|-------------------|-----|-----|
|   |         |  |  | Oct               | Jan | May |
| 1) OLWEUS lessons and discussions   | 2.0     | Administration<br>Counselors<br>Classroom Teachers | Walkthroughs<br>frequency of discipline referrals<br>quality of discipline referrals |                   |     |     |
| 2) Safety Video Clip every Monday morning.  | 2.0     | Administration<br>Counselors<br>Classroom teachers | Walkthroughs<br>Frequency of referrals<br>number of referrals                        |                   |     |     |
| 3) Counseling Monthly discussion to promote campus core values.   | 2.0     | Administration<br>Counselors                       | Lesson Plan<br>Sign in sheets<br>teacher observation                                 |                   |     |     |
| = 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 2017-2018 school year, 100% of students will have access to college and career readiness information.

**Evaluation Data Source(s) 1:** College and career day sign in sheets, college week announcement schedule.

**Summative Evaluation 1:** Met Performance Objective

| Strategy Description  | TITLE I                                 | Monitor                                  | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|---|--|--|-------------------|-----|-----|
|   |   |  |  | Oct               | Jan | May |
| 1) Guest speakers from the community will showcase a variety of professional careers with students K-5th grades.              | 6.0                                     | Administration<br>Counselors<br>Teachers | Calendar of proposed presentations<br>student sign in sheets<br>student reflections. |                   |     |     |
|   | Funding Sources: 199 - General - 100.00 |  |  |                   |     |     |
| 2) College awareness lessons will be presented to student in K-5th grades.  | 2.0                                     | Administration<br>Counselors             | Lesson Plans<br>Student Reflections<br>Student Grades                                |                   |     |     |
| = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue |   |  |  |                   |     |     |

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

**Performance Objective 2:** For the 2017-2018 school year, 100% of SGT Roberto Ituarte Elementary students, encompassing all special and sub-population, will be placed in proper learning environments proper grade levels to ensure that they reach their full potential.

**Evaluation Data Source(s) 2:** STAAR Scores, I station, at risk, ARD, 504, and RTI data.

**Summative Evaluation 2:** Met Performance Objective

| Strategy Description  | TITLE I           | Monitor                                  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|-------------------|--|---|-------------------|-----|-----|
|   |                   |  |   | Oct               | Jan | May |
| 1) Teachers will conduct CUM study to identify student needs at the BOY as well as all new enrollees.   | 2.0               | Administration<br>Teachers               | CUM study forms<br>Students will receive appropriate services<br>At risk students identified during BOY |                   |     |     |
| 2) LPAC committee will identify LEP population and appropriately intervene in order to close the achievement gap for ELL students.  | 2.0               | Administration<br>Bilingual teachers     | LPAC minutes<br>LEP rosters<br>Bilingual department CUM audits<br>TELPAS                                |                   |     |     |
| 3) Teachers will utilize the RTI process to identify Tier 2 and Tier 3 students and to provide necessary academic intervention to make sure all students are successful.                  | 2.0               | Administration<br>Counselors<br>Teachers | RTI lists<br>Special education and speech referral<br>STAAR<br>EOY I Station<br>TCM                     |                   |     |     |
| 4) Utilize Bilingual TIA to assist Tier 2 and Tier 3 students in Reading and math.  | 2.0, 9.0,<br>10.0 | Administration<br>Teachers               | Lesson Plans<br>Student grades<br>STAAR<br>I Station<br>TCM   |                   |     |     |
| Funding Sources: 199 - General - 12750.00   |                   |  |   |                   |     |     |
| 5) Purchase researched based supplemental materials for STAAR preparation, intersession, and interventions for Tier 2 and Tier 3 students to close achievement gaps for at risk students. | 2.0               | Administration<br>SCEI<br>Teachers       | Lesson Plans<br>Student Grades<br>Unit Assessments<br>STAAR<br>TCM<br>I Station                         |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 1500.00  |                   |  |   |                   |     |     |
| = 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:** By January 2018, SGT Roberto Ituarte Elementary shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student scores by 5%.

**Evaluation Data Source(s) 3:** STAAR data, Benchmarks, TCM, I- Station.

**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) Students will receive small group instruction for reading, math, and writing as part of daily routines.                          | 2.0      | Administration<br>SCEI coach<br>Classroom teachers | Lesson Plans<br>failure reports<br>STAAR<br>I-Station<br>TCM   |                   |     |     |
| 2) Hire a Library Aide for the 2017-2018 school year to provide academic interventions to student in Tier 2.                        | 2.0      | Administration<br>SCEI coach<br>Teachers           | Walkthroughs<br>Student Grades<br>STAAR<br>TCM<br>I-Station  |                   |     |     |
| Funding Sources: 199 - General Fund: SCE - 10187.08   |          |  |  |                   |     |     |
| 3) Hire an at risk aide for the 2017-2018 school year to provide targeted small group academic interventions to students in Tier 2. | 2.0, 9.0 | Administration<br>SCEI coach<br>Teachers           | Student attendance records<br>At risk aide weekly logs<br>Student grades<br>BOY, MOY, EOY I-Station and TCM data<br>STAAR data |                   |     |     |
| Funding Sources: 199 - General - 19084.00   |          |  |  |                   |     |     |
| 4) Monitor performance data through the use of Eduphoria.   | 2.0, 8.0 | Administration<br>SCEI coach<br>Teachers           | Eduphoria reports<br>data analysis<br>STAAR performance<br>EOC grades<br>Benchmarks  |                   |     |     |
| 5) Continue with data room to monitor student performance and drive instruction.  | 2.0, 8.0 | Administration<br>SCEI coach<br>Teachers           | Data room posters<br>I - Station data<br>STAAR performance<br>EOC grades<br>Benchmarks   |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 3000.00  |          |  |  |                   |     |     |



|  |   |  |                                    |  |  |  |
|--|---|--|------------------------------------|--|--|--|
| 6) Purchase researched based instructional manipulative for math, science, reading, library books, united streaming, technology ipads. | 2.0, 9.0  | Administration<br>SCEI coach<br>Teachers | Lesson Plans<br>STAAR<br>I-Station |  |  |  |
|  | Funding Sources: 199 - General - 14346.50, 211 - Title I, Part A - 653.50 |  |                                    |  |  |  |
| = 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, SGT Roberto Ituarte Elementary will improve its student state assessment scores in Reading by 5% from 81.1% in 2017 to 85%.

**Evaluation Data Source(s) 4:** STAAR data, benchmark, I-Station, Lexia.

**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 |
| 1) Identify at risk students in 3rd - 5th grades through I- station.  | 2.0     | Administration<br>SCEI<br>Teachers | TTESS<br>Walkthroughs<br>Powerwalks<br>Teacher accountability talks<br>RTI<br>STAAR<br>I station<br>Benchmarks        |  |     |     |
|   |         |                                    |   | Funding Sources: 211 - Title I, Part A - 5000.00 |     |     |
| 2) Utilize thinking maps, and language through literacy charts and provide staff development for all teachers including new teachers. | 2.0     | Administration<br>SCEI<br>Teachers | TTESS<br>Walkthroughs<br>Powerwalks<br>Teacher accountability talks<br>RTI<br>STAAR<br>I station<br>TCM<br>Benchmarks |  |     |     |
|   |         |                                    |   | Funding Sources: 211 - Title I, Part A - 3000.00 |     |     |
| 3) Provide educational field trips for students in order to enhance their real life concepts with Reading, math and science.          | 9.0     | Administration<br>SCEI<br>Teachers | Lesson plans<br>STAAR<br>I Station<br>TCM   |  |     |     |
|   |         |                                    |   | Funding Sources: 211 - Title I, Part A - 1000.00 |     |     |

|   |   |                                    |  |   |   |   |
|---|---|------------------------------------|--|---|---|---|
| 4) Technology equipment such as desktop thin clients, and classroom computers.  | 1.0, 9.0  | Administration<br>SCEI<br>Teachers | Lesson plans<br>STAAR<br>I Station<br>TCM                          |   |   |   |
|   | Funding Sources: 211 - Title I, Part A - 13000.00   |                                    |  |   |   |   |
| 5) Supplies and snacks for intersession tutoring.   | 9.0   | Administration<br>SCEI<br>Teachers | Student sign in sheets<br>Observation<br>STAAR<br>I Station<br>TCM |  |  |  |
|   | Funding Sources: 211 - Title I, Part A - 1000.00  |                                    |  |   |   |   |
| 6) Integration of Science and Social Studies TEKS through ELAR and Reading.   | 2.0   | Administration<br>SCEI<br>Teachers | Lesson Plans<br>TTESS<br>Walkthroughs<br>Benchmarks<br>STAAR       |  |  |  |
|   | Funding Sources: 211 - Title I, Part A - 1000.00  |                                    |  |   |   |   |
| 7) Utilize data for ELL and Sped students in reading to identify students at risk of failing and begin interventions before, during and after school. | 2.0   | Administration<br>SCEI<br>Teachers | STAAR<br>Benchmarks<br>TTESS<br>Walkthrough                        |  |  |  |
|   |  = 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, SGT Roberto Ituarte Elementary will improve its student state assessment scores in math from 90.9% in 2017 to 92% in 2018.

**Evaluation Data Source(s) 5:** TCM, STAAR

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

**Next Year's Recommendation 5:** Planning will be made for extensive data analysis, focused teacher training, monitoring of student progress, and checkpoints throughout the year

| Strategy Description   | TITLE I  | Monitor                            | Strategy's Expected Result/Impact                                  | Formative Reviews |     |     |
|--|----------|------------------------------------|--|-------------------|-----|-----|
|  |          |                                    |  | Oct               | Jan | May |
| 1) Identify at risk students in math using TCM and STAAR   | 2.0      | Administration<br>SCIE<br>Teachers | STAAR<br>Benchmark   |                   |     |     |
| 2) Provide research based math resources such as target the question, lone star math, manipulatives, problem solvers, guided math, interactive math and student interactive notebooks. | 2.0, 3.0 | Administration<br>SCEI<br>Teachers | Lesson plans<br>STAAR<br>I Station<br>TCM                          |                   |     |     |
|  |          |                                    |  |                   |     |     |
| 3) Supplies and snacks for intersession tutoring.  | 9.0      | Administration<br>SCEI<br>Teachers | Student sign in sheets<br>Observation<br>STAAR<br>I Station<br>TCM |                   |     |     |
| 4) Utilize data for ELL and Sped students in math to identify students at risk of failing and begin interventions before, during and after school.                                     | 2.0      | Administration<br>SCEI<br>Teachers | STAAR<br>TTESS<br>Benchmark  |                   |     |     |
| = Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue  |          |                                    |  |                   |     |     |

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

**Performance Objective 6:** For the 2017-2018 school year, SGT Roberto Ituarte Elementary will improve its student state assessment scores in Science by 5% from 85.6% in 2017 to 90% in 2018.

**Evaluation Data Source(s) 6:** STAAR, Benchmarks.

**Summative Evaluation 6:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 6:** Focus will be made on Tier1 instruction with all science targeted SEs following the 5-E Lesson Cycle















| Strategy Description  | TITLE I  | Monitor                            | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|----------|------------------------------------|--|-------------------|-----|-----|
|   |          |                                    |  | Oct               | Jan | May |
| 1) Provide educational field trips for students in order to enhance their real life concepts with Reading, math and science.                          | 9.0      | Administration<br>SCEI<br>Teachers | Lesson plans<br>STAAR<br>I Station<br>TCM                                      |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 1000.00  |          |                                    |  |                   |     |     |
| 2) Technology equipment such as desktop thin clients, and classroom computers.  | 1.0, 9.0 | Administration<br>SCEI<br>Teachers | Lesson plans<br>STAAR<br>I Station<br>TCM                                      |                   |     |     |
| 3) Integration of Science and Social Studies TEKS through ELAR and Reading.   | 2.0      | Administration<br>SCEI<br>Teachers | Lesson Plans<br>TTESS<br>Walkthroughs<br>Benchmarks<br>STAAR                   |                   |     |     |
| 4) Implement a K- 5th grade science expo and after school robotics.   | 2.0, 9.0 | Administration<br>SCEI<br>Teachers | Student sign in sheets<br>grades<br>student participation<br>STAAR<br>EOY data |                   |     |     |
| 5) Utilize data for ELL and Sped students in science to identify students at risk of failing and begin interventions before, during and after school. | 2.0      | Administration<br>SCEI<br>Teachers | STAAR<br>Benchmark<br>TTESS  |                   |     |     |
| = 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 school year, SGT Roberto Ituarte Elementary will improve its student state assessment scores in Writing by 5% from 70.6% in 2017 to 75% in 2018.

**Evaluation Data Source(s) 7:** STAAR, Benchmarks

**Summative Evaluation 7:** Exceeded Performance Objective

| Strategy Description  | TITLE I | Monitor                            | Strategy's Expected Result/Impact                                    | Formative Reviews   |   |   |
|---|---------|------------------------------------|--|---|---|---|
|   |         |                                    |  | Oct   | Jan   | May   |
| 1) Provide teachers with staff development such as write from the beginning and writers workshop.   | 2.0     | Administration<br>SCEI<br>Teachers | Lesson Plans<br>TTESS<br>Walkthroughs<br>Benchmarks<br>STAAR         |  |  |  |
|   |         |                                    |  | Funding Sources: 211 - Title I, Part A - 2000.00                                    |   |   |
| 2) 4th grade teachers will conference to analyze student progress in writing.   | 2.0     | Administration<br>SCEI<br>Teachers | Conference agenda<br>Sign in sheets<br>Student work samples<br>STAAR |  |  |  |
|   |         |                                    |  | Funding Sources: 211 - Title I, Part A - 1500.00                                    |   |   |
| 3) Utilize data for ELL and Sped students in Writing to identify students at risk of failing and begin interventions before, during and after school.   | 2.0     | Administration<br>SCEI<br>Teachers | STAAR<br>Benchmarks<br>TTESS   |  |  |  |
|   |         |                                    |  | Funding Sources: 211 - Title I, Part A - 1500.00                                    |   |   |
|  = 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, 100% of teachers will demonstrate increased instructional effectiveness by showing academic gains in all core areas.

**Evaluation Data Source(s) 1:** STAAR, TELPAS, I Station, TCM, benchmark data

**Summative Evaluation 1:** Met Performance Objective

| Strategy Description  | TITLE I | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews                                |     |     |
|---|---------|--|---|--|-----|-----|
|   |         |  |   | Oct  | Jan | May |
| 1) Thinking maps will be utilized as an effective instructional strategy.   | 2.0     | Administration<br>SCEI Coach<br>Counselors<br>Teachers | Lesson plans<br>Classroom displays<br>Power Walks<br>TTES walkthroughs            |  |     |     |
|   |         |  |   | Funding Sources: 211 - Title I, Part A - 1000.00 |     |     |
| 2) Language to literacy Charts will be utilized as an effective instructional strategy in Reading.  | 2.0     | Administration<br>SCEI Coach<br>Teachers               | Lesson plans<br>Classroom displays<br>Power Walks<br>TTES walkthroughs            |  |     |     |
|   |         |  |   | Funding Sources: 211 - Title I, Part A - 250.00  |     |     |
| 3) Keagan strategies will be utilized in the classroom.   | 2.0     | Administration<br>SCEI Coach<br>Teachers               | Lesson plans<br>Classroom displays<br>Power Walks<br>TTES walkthroughs            |  |     |     |
|   |         |  |   | Funding Sources: 211 - Title I, Part A - 1000.00 |     |     |
| 4) Teachers will utilize several sources of student data such as I Station, TCM, STAAR, Benchmark, student attendance reports and intervene appropriately and in a timely manner for all students to be successful. | 8.0     | Administration<br>SCEI Coach<br>Teachers               | Teacher accountable talks<br>RTI referrals<br>grades<br>STAAR<br>I Station<br>TCM |  |     |     |
|   |         |  |   | Funding Sources: 211 - Title I, Part A - 1000.00 |     |     |

|   |     |  |  |  |  |  |
|---|-----|--|--|--|--|--|
| 5) Instructional rounds will be scheduled to identify glows and grows in instruction effectiveness. | 2.0 | Administration<br>SCEI Coach<br>Teachers | Instructional rounds agenda<br>post observation discussion and reflection<br>STAAR<br>Power Walks<br>TTESS |  |  |  |
| Funding Sources: 211 - Title I, Part A - 1500.00  |     |  |  |  |  |  |
| = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue               |     |  |  |  |  |  |








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

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

**Evaluation Data Source(s) 2:** HR certification data

**Summative Evaluation 2:** Met Performance Objective

| Strategy Description   | TITLE I | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|---------|---|--|-------------------|-----|-----|
|  |         |   |  | Oct               | Jan | May |
| 1) Teachers will be provided appropriate staff development in all core areas.  | 4.0     | Administration<br>SCEI Coach<br>Teachers  | Unit assessments<br>STAAR<br>RTI meetings<br>Lesson plans<br>Power walks<br>TTESS  |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 1000.00   |         |   |  |                   |     |     |
| 2) Teachers will participate in instructional rounds and learn from one another in order to academically intervene and close achievement gaps of students at risk of failing.        | 2.0     | Administration<br>SCEI Coach<br>Teachers- regular<br>education and special<br>education | Instructional rounds sign in sheets<br>Teacher reflections<br>Power Walks<br>TTESS |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 1500.00   |         |   |  |                   |     |     |
| 3) Teachers will collaborate and plan as a grade level for academic intervention during full day planning every 9 week period to assist students at risk of failing.                 | 2.0     | Administration<br>SCEI Coach<br>Teachers  | Lesson plans<br>Power Walks<br>TTESS   |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 2000.00   |         |   |  |                   |     |     |
| 4) Mentor teachers will model best practices for peer teachers.  | 5.0     | Administration<br>SCEI coach<br>Teachers  | Observation<br>Teacher reflections<br>Power Walks<br>I Station<br>TCM              |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 2000.00   |         |   |  |                   |     |     |
| 5) 5th grade teachers and administrator will attend summer AVID conference to continue WICOR , and organization strategies to align with middle school and high school AVID program. | 2.0     | Administration<br>SCEI coach<br>Teachers  | Power Walks<br>observations  |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 1000.00   |         |   |  |                   |     |     |



















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









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

**Performance Objective 3:** During the 2017-2018 school year, SGT Roberto Ituarte Elementary will increase the number of professional development opportunities offered to employees by 10% as compared to the 2016-2017 school year from 14 sessions to 16 sessions.

**Evaluation Data Source(s) 3:** Sign in sheets, agenda of professional development

**Summative Evaluation 3:** Met Performance Objective

| Strategy Description  | TITLE I               | Monitor                                      | Strategy's Expected Result/Impact  | Formative Reviews   |   |   |
|---|-----------------------|--|--|---|---|---|
|   |                       |  |  | Oct   | Jan   | May   |
| 1) Teachers will participate in Family Night training once a month.   | 2.0                   | Administration<br>SCEI coach<br>Teachers     | Sign in sheets<br>Lesson plans<br>Power Walks<br>teacher accountable talks |    |    |    |
|   |                       |  |  | Funding Sources: 211 - Title I, Part A - 2500.00                                      |   |   |
| 2) New teachers will be assigned a mentor on campus.  | 5.0                   | Administration<br>SCEI coach<br>Teachers     | Power walks<br>TTESS<br>PLC meetings - agenda                              |    |    |    |
|   |                       |  |  | Funding Sources: 211 - Title I, Part A - 1000.00                                      |   |   |
| 3) Provide teachers with staff development such as: Write from the beginning and Writer's Workshop.   | 2.0                   | Administration<br>SCEI coach<br>Teachers     | agenda<br>sign in sheets<br>Student ISN<br>Power Walks<br>TTESS            |    |    |    |
|   |                       |  |  | Funding Sources: 211 - Title I, Part A - 1500.00                                      |   |   |
| 4) Provide professional development for teachers to accurately analyze student data, including technology, to implement appropriate lessons for intervention and daily instruction to promote higher student achievement. | 2.0, 4.0,<br>8.0, 9.0 | Administration<br>SCEI coach<br>Teachers     | Lesson plans<br>teacher feedback   |  |  |  |
|   |                       |  |  | Funding Sources: 211 - Title I, Part A - 3000.00                                      |   |   |
| 5) New teacher induction academy.   | 5.0                   | Administration<br>SCEI coach<br>new teachers | Participation certificates<br>TTES<br>Power walks                          |  |  |  |
| 6) Instructional rounds will be scheduled to identify instruction effectiveness and plan for academic intervention to assist student who are at risk of failing.  | 3.0                   | Administration<br>SCEI coach<br>new teachers | Agenda<br>sign in sheets<br>reflection logs<br>TTESS                       |  |  |  |
|   |                       |  |  | Funding Sources: 211 - Title I, Part A - 1500.00                                      |   |   |












|   |     |  |   |  |  |  |
|---|-----|--|---|--|--|--|
| 7) Teachers will be provided full day planning time by grade level.   | 3.0 | Administration<br>SCEI coach<br>Teachers | Agenda<br>Sign in sheets<br>lesson plans<br>power walks<br>accountability talks |  |  |  |
|  = 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, SGT Roberto Ituarte Elementary will allocate funding to purchase scientifically research-based professional development training in order to meet 100% of system safeguard indicators.

**Evaluation Data Source(s) 4:** STAAR, I Station, TCM, benchmark

**Summative Evaluation 4:** Met Performance Objective

| Strategy Description  | TITLE I       | Monitor  | Strategy's Expected Result/Impact                              | Formative Reviews   |   |   |
|---|---------------|--|--|---|---|---|
|   |               |  |  | Oct   | Jan   | May   |
| 1) Purchase technology equipment, such as classroom computers and desktop thin clients to enhance student instruction and assessment of learning.   | 1.0, 5.0, 9.0 | Administration<br>SCEI coach<br>Teachers<br>Counselors | Purchase orders<br>Student Grades<br>STAAR<br>I Station<br>TCM |  |  |  |
|   |               |  |  | Funding Sources: 211 - Title I, Part A - 20000.00                                   |   |   |
| 2) Purchase researched based supplemental materials for STAAR preparation, intersession, and interventions for Tier 2 and Tier 3 students.  | 9.0           | Administration<br>SCEI coach<br>Teachers<br>Counselors | Lesson Plans<br>Student Grades<br>STAAR<br>I Station<br>TCM    |  |  |  |
|   |               |  |  | Funding Sources: 211 - Title I, Part A - 15000.00                                   |   |   |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |               |  |  |   |   |   |


















**Goal 4: During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students**

**Performance Objective 1:** During the 2017-2018 school year, SGT Roberto Ituarte Elementary will increase the number of collaborative educational involvement activities and events for parent engagement and community members by 10% as compared to the 2016-2017 school year to promote teamwork and unity in the education of students from 22 to 24 events.

**Evaluation Data Source(s) 1:** Parent liaison sign in sheets, evaluation feedback

**Summative Evaluation 1:** Met Performance Objective

| Strategy Description  | TITLE I | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|---------|--|---|-------------------|-----|-----|
|   |         |  |   | Oct               | Jan | May |
| 1) Provide snacks for STEM related workshops for parents of students in grades K- 5th to promote school-family connections. | 6.0     | Administration<br>SCEI coach<br>Teachers<br>Parent Liaison | SMART grant<br>Sign in sheets<br>Observations<br>Parent surveys<br>projects |                   |     |     |
| 2) Annual Father and Daughter Dance.  | 6.0     | Administration<br>PTA<br>Parent Liaison                    | Sign in sheets<br>Parent survey<br>Social medial posts                      |                   |     |     |
| 3) Monthly Family Academic Nights.  | 6.0     | Administration<br>SCEI coach<br>Teachers<br>Parent Liaison | Sign in sheets<br>Social media posts<br>parent surveys                      |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 1500.00  |         |  |   |                   |     |     |
| 4) Annual Bilingual Conference.   | 6.0     | Administration<br>SCEI Coach<br>Bilingual Teachers         | Lesson Plans<br>Sign in sheets<br>Parent Surveys<br>Social Media posts      |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 1500.00  |         |  |   |                   |     |     |
| 5) Open House and Meet the Teacher night.   | 6.0     | Administration<br>SCEI coach<br>Teachers<br>Parent Liaison | Agenda<br>Sign in sheets<br>Parent surveys                                  |                   |     |     |
| 6) Participation in the annual Region 19 Parent Engagement Conference.  | 6.0     | Administration<br>Parent Liaison                           | Sign in sheets<br>student grades<br>parent surveys                          |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 100.00   |         |  |   |                   |     |     |

|   |                    |  |  |   |   |   |
|---|--------------------|--|--|---|---|---|
| 7) Purchase and implement scientifically research - based programs, materials, books, and other resources in support of Parent Liaison activities as to increase campus parent involvement.   | 1.0, 2.0, 4.0, 6.0 | Administration<br>Parent liaison                       | Sign in sheets<br>parent participation<br>student grades                                     |   |   |   |
| 8) Special education student Olympics refreshments and supplies.  | 9.0                | Administration<br>Teachers                             | Student attendance at Olympics<br>competition results<br>parent participation                |  |  |  |
| Funding Sources: 199 - General - 100.00   |                    |  |  |   |   |   |
| 9) Second annual mother and son dance.  | 2.0, 6.0           | Administration<br>PTA<br>Parent Liaison                | Tickets sold<br>Social media<br>parent feedback<br>student and parent participation numbers. |  |  |  |
| 10) Meet the teacher night.   | 6.0                | Teachers<br>SCEI coach<br>Counselors<br>Administration | Sign in sheets<br>Agenda   |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |                    |  |  |   |   |   |

**Goal 4:** During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

**Performance Objective 2:** For the 2017-2018 school year, SGT Roberto Ituarte Elementary will continue with notifications, sent via email, social media blackboard connect and campus website to parents, business and community members.

**Evaluation Data Source(s) 2:** Facebook, Twitter, Instagram, campus website, blackboard reports.

**Summative Evaluation 2:** Met Performance Objective

| Strategy Description  | TITLE I | Monitor   | Strategy's Expected Result/Impact               | Formative Reviews |     |     |
|---|---------|---|---|-------------------|-----|-----|
|   |         |   |   | Oct               | Jan | May |
| 1) School messages through blackboard connect.  | 6.0     | Administration  | Blackboard data<br>Parent feedback              |                   |     |     |
| 2) Maintain campus website.   | 6.0     | Administration<br>SCEI coach<br>Teachers<br>Librarian<br>Campus Secretary<br>Counselors | Campus website<br>parent feedback               |                   |     |     |
| 3) Social media to promote campus activities and build community communication.   | 6.0     | Administration<br>Teachers<br>Counselors<br>SCEI coaches                                | Facebook data<br>Instagram data<br>Twitter data |                   |     |     |
| = Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue |         |   |   |                   |     |     |











**Goal 4:** During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

**Performance Objective 3:** By the end of the 2017-2018 school year, SGT Roberto Ituarte Elementary will increase by (5) over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

**Evaluation Data Source(s) 3:** sign in sheets, parent liaison logs.

**Summative Evaluation 3:** Met Performance Objective

| Strategy Description  | TITLE I | Monitor                          | Strategy's Expected Result/Impact   | Formative Reviews   |   |   |
|---|---------|----------------------------------|---|---|---|---|
|   |         |                                  |   | Oct   | Jan   | May   |
| 1) Business Partnerships will continue to contribute to the Make it Count Campaign- Attendance Initiative.  | 2.0     | Administration<br>Parent Liaison | Monthly Attendance giveaways<br>Student broadcast system<br>Attendance reports<br>Annual ADA report |  |  |  |
|   |         |                                  |   | Funding Sources: 199 - General - 1000.00  |   |   |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                  |   |   |   |   |

**Goal 4:** During the 2017-2018 school year, SISD will increase participation of parent and family members in parent and family engagement activities by 5% to support the academic success of all students

**Performance Objective 4:** For the 2017-2018 school year, SGT Roberto Ituarte Elementary will conduct a customer service training to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:** sign in sheets, agendas.

**Summative Evaluation 4:** Met Performance Objective

| Strategy Description  | TITLE I   | Monitor                            | Strategy's Expected Result/Impact                    | Formative Reviews |     |     |
|---|-----------|------------------------------------|--|-------------------|-----|-----|
|   |           |                                    |  | Oct               | Jan | May |
| 1) Teachers and staff will undergo customer service training.   | 2.0       | Administration                     | Agenda<br>Sign in sheets<br>parent feedback          |                   |     |     |
| 2) Maintain customer friendly signage throughout the campus.  | 2.0       | Administration<br>Faculty<br>staff | Signs<br>Parent feedback                             |                   |     |     |
| Funding Sources: 199 - General - 500.00   |           |                                    |  |                   |     |     |
| 3) Promote campus core values: Respect, Responsibility, Honesty and Courage.  | 2.0, 10.0 | Administration<br>Faculty<br>Staff | Parent Surveys<br>Teacher Surveys<br>Student Surveys |                   |     |     |
| = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue |           |                                    |  |                   |     |     |

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

**Performance Objective 1:** For the 2017-2018 school year, 95% of all students in all subgroups at SGT Roberto Ituarte Elementary will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

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

**Summative Evaluation 1:** Met Performance Objective

| Strategy Description  | TITLE I | Monitor   | Strategy's Expected Result/Impact                          | Formative Reviews |     |     |
|---|---------|---|--|-------------------|-----|-----|
|   |         |   |  | Oct               | Jan | May |
| 1) Teachers will utilize the RTI Process to identify Tier 2 and Tier 3 students and to provide necessary interventions. | 9.0     | Administration<br>SCEI Coach<br>Teachers          | RTI Logs<br>Student Grades<br>STAAR<br>I Station<br>TCM    |                   |     |     |
| 2) Temporary Instructional Aides will assist Tier 2 Students.   | 9.0     | Administration<br>SCEI Coach<br>Teachers<br>TIA's | Weekly logs<br>Student Grades<br>STAAR<br>I Station<br>TCM |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 12750.00   |         |   |  |                   |     |     |
| 3) Hire SCEI Coach to provide academic interventions.   | 2.0     | Administration<br>SCEI coach<br>Teachers          | Weekly logs<br>Student grades<br>STAAR<br>I Station<br>TCM |                   |     |     |
| Funding Sources: 199 - General - 77300.00   |         |   |  |                   |     |     |
| 4) Hire an At Risk Aide to provide academic interventions.  | 2.0     | Administration<br>SCEI Coach<br>Teachers          | Weekly logs<br>Student Grades<br>STAAR<br>TCM I station    |                   |     |     |
| Funding Sources: 199 - General - 19084.00   |         |   |  |                   |     |     |















|  |   |  |   |  |  |  |
|--|---|--|---|--|--|--|
| 5) Hire a Library Aide to provide academic interventions.                                    | 2.0                                       | Administration<br>SCEI Coach<br>Teachers | Weekly logs<br>student grades<br>STAAR<br>I station<br>TCM  |  |  |  |
|  | Funding Sources: 199 - General - 10187.00 |  |   |  |  |  |
| 6) Provide academic interventions before and afterschool, Saturday, and during intersession. | 9.0                                       | Administration<br>SCEI Coach<br>Teachers | Sign in sheets<br>lesson plans<br>STAAR<br>I Station<br>TCM |  |  |  |
|  | Funding Sources: 199 - General - 40000.00 |  |   |  |  |  |
| = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue        |   |  |   |  |  |  |

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

**Performance Objective 2:** During the 2017-2018 school year, 100% of SGT Roberto Ituarte Elementary teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

**Evaluation Data Source(s) 2:** STAAR, IStation, TCM, Writing initiative

**Summative Evaluation 2:** Met Performance Objective

| Strategy Description   | TITLE I | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews   |   |   |
|--|---------|---|--|---|---|---|
|  |         |   |  | Oct   | Jan   | May   |
| 1) Administration will schedule accountability talks with teachers.  | 8.0     | Administration  | Documentation through TTESS<br>BOY, EOY, MOY data<br>I station<br>STAAR<br>TCM                       |  |  |  |
| 2) Provide academic interventions during instructional time.   | 9.0     | Administration<br>Teachers<br>SCEI Coaches                        | Lesson plans<br>Small group rosters and groupings<br>STAAR<br>TCM<br>I station logs for each student |  |  |  |
| 3) Teachers will identify at risk students and refer them to the RTI committee.  | 9.0     | Administration<br>Teachers<br>SCEI coach<br>TIA's<br>Library Aide | Student grades<br>Teacher accountable talks<br>STAAR<br>I station reports<br>TCM results             |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |   |  |   |   |   |

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

**Performance Objective 3:** During the 2017-2018 school year, SGT Roberto Ituarte Elementary personnel will actively engage parents in the education process to ensure the academic and behavioral success by increasing parent attendance at school meetings and events by 10% as compared to the 2016-2017 school year.

**Evaluation Data Source(s) 3:** Parent liaison, Sign in sheets

**Summative Evaluation 3:** Met Performance Objective

| Strategy Description  | TITLE I | Monitor  | Strategy's Expected Result/Impact                 | Formative Reviews |     |     |
|---|---------|--|---|-------------------|-----|-----|
|   |         |  |   | Oct               | Jan | May |
| 1) Academic Family nights.  | 9.0     | Administration<br>SCEI coach<br>Teachers           | lesson plans<br>sign in sheets<br>parent feedback |                   |     |     |
| 2) Annual bilingual conference.   | 6.0     | Administration<br>Bilingual teachers<br>SCEI coach | Agenda<br>Sign in sheets<br>parent feedback       |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 1500.00  |         |  |   |                   |     |     |
| 3) Open House and Meet the teacher night.   | 6.0     | Administration<br>SCEI coach<br>Teachers           | Agenda<br>sign in sheets<br>parent feedback       |                   |     |     |
| = 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:** For the 2017-2018 school year, interventions documented by teachers at SGT Roberto Ituarte Elementary for appropriate academic support will be at 100%,

**Evaluation Data Source(s) 4:** ARMS interventions, Eduphoria documentation of interventions every 3 weeks, RTI, 504, ARD data.

**Summative Evaluation 4:** Met Performance Objective

| Strategy Description  | TITLE I | Monitor   | Strategy's Expected Result/Impact                                       | Formative Reviews |     |     |
|---|---------|---|---|-------------------|-----|-----|
|   |         |   |   | Oct               | Jan | May |
| 1) Small group schedule for Reading, Writing and math.  | 2.0     | Administration<br>Classroom Teachers                                | Walkthroughs<br>Benchmark data  |                   |     |     |
| 2) Small group lesson plans for reading, math, and writing to include materials.  | 2.0     | Administration<br>Counselors<br>Classroom Teachers                  | Walkthroughs<br>Benchmark data<br>BOY, MOY, EOY, TCM<br>STAAR data      |                   |     |     |
| Funding Sources: 199 - General - 1000.00  |         |   |   |                   |     |     |
| 3) Tutoring for core areas will be provided before school, after school, Saturdays and intersession.                              | 2.0     | Administration<br>Classroom Teachers<br>Specialty teachers<br>TIA's | Lesson Plans<br>BOY<br>I Station<br>TCM                                 |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 15000.00   |         |   |   |                   |     |     |
| 4) Temporary Instructional Aides will address academic needs of Tier 2 and Tier 3 students in the core areas.                     | 2.0     | Administration<br>Teachers<br>TIA's                                 | Sign in sheets<br>student grades<br>STAAR data<br>I station data<br>TCM |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 12750.00   |         |   |   |                   |     |     |
| = 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:** For the 2017-2018 school year, the campus attendance rate for SGT Roberto Ituarte Elementary will increase by 1% from 96.3% in 2017 to 97.3% in 2018.

**Evaluation Data Source(s) 5:** Attendance Records.

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

**Next Year's Recommendation 5:** Goal remained at 96.3-Implement a positive behavior support system with explicit attendance goals and explain why goal is important along with social-emotional training

| Strategy Description  | TITLE I | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|---------|--|---|-------------------|-----|-----|
|   |         |  |   | Oct               | Jan | May |
| 1) Attendance Committee composed of one teacher representative from each grade level and administration will continue to address attendance issues. | 2.0     | Administration<br>Counselors<br>Classroom teachers | Committee sign in sheets<br>agenda<br>daily attendance rate<br>9 weeks attendance rate<br>annual attendance rates |                   |     |     |
| Funding Sources: 199 - General - 1000.00  |         |  |   |                   |     |     |
| 2) Student incentives such as ice cream party, popcorn party, certificates, trophies, pencils, bikes...   | 2.0     | Administration<br>Counselors<br>Classroom teachers | Monthly raffles<br>daily attendance rates<br>9 weeks attendance rates<br>annual attendance rates                  |                   |     |     |
| Funding Sources: 199 - General - 1000.00  |         |  |   |                   |     |     |
| 3) LOC make up sessions for students.   | 2.0     | Administration<br>Counselors<br>Teachers           | Student attendance logs<br>GPC meetings<br>LOC meetings<br>Annual attendance logs                                 |                   |     |     |
| Funding Sources: 211 - Title I, Part A - 3000.00  |         |  |   |                   |     |     |
| 4) Teacher incentives for perfect attendance.   | 2.0     | Administration                                     | sign in sheets<br>teacher attendance rates  |                   |     |     |
| Funding Sources: 199 - General - 500.00   |         |  |   |                   |     |     |
| = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue                       |         |  |   |                   |     |     |




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

**Performance Objective 6:** By the end of 2017-2018 school year, 100% of SGT Roberto Ituarte Elementary teachers will be familiar with the requirements of House Bill 5.

**Evaluation Data Source(s) 6:** Sign in sheets of attendance for training.

**Summative Evaluation 6:** Met Performance Objective

| Strategy Description  | TITLE I | Monitor                                    | Strategy's Expected Result/Impact  | Formative Reviews                               |     |     |
|---|---------|--|--|---|-----|-----|
|   |         |  |  | Oct   | Jan | May |
| 1) Teachers will be given a comprehensive presentation on House Bill 5 during the July staff development. | 4.0     | Administration<br>Counseling<br>SCEI Coach | Sign in sheets<br>Power point presentation given to teachers<br>Small group discussion | ✓   | ✓   | ✓   |
|   |         |  |  | Funding Sources: 211 - Title I, Part A - 100.00 |     |     |
|                         |         |  |  |   |     |     |

# State Compensatory

## Budget for SGT. Roberto Ituarte Elementary:

| <u>Account Code</u>           | <u>Account Title</u>   | <u>Budget</u> |
|-------------------------------|--|---------------|
| <b>6100 Payroll Costs</b>     |  |               |
| 199.11.6118.00.127.7.30.5.00. | 6118 Extra Duty Stipend - Locally Defined                          | \$9,240.00    |
| 199.11.6118.00.127.7.30.9.00. | 6118 Extra Duty Stipend - Locally Defined                          | \$35,025.00   |
| 199.11.6119.00.127.7.30.0.00. | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$55,399.00   |
| 199.11.6119.00.127.7.30.8.00. | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$50,382.00   |
| 199.11.6129.00.127.7.30.0.00. | 6129 Salaries or Wages for Support Personnel                       | \$20,125.00   |
| 199.12.6129.00.127.7.30.0.00. | 6129 Salaries or Wages for Support Personnel                       | \$7,986.00    |
| 199.11.6141.00.127.7.30.0.00. | 6141 Social Security/Medicare                                      | \$1,094.00    |
| 199.11.6141.00.127.7.30.8.00. | 6141 Social Security/Medicare                                      | \$729.00      |
| 199.12.6141.00.127.7.30.0.00. | 6141 Social Security/Medicare                                      | \$115.00      |
| 199.11.6142.00.127.7.30.0.00. | 6142 Group Health and Life Insurance                               | \$13,242.00   |
| 199.11.6142.00.127.7.30.8.00. | 6142 Group Health and Life Insurance                               | \$6,621.00    |
| 199.12.6142.00.127.7.30.0.00. | 6142 Group Health and Life Insurance                               | \$3,311.00    |
| 199.11.6143.00.127.7.30.0.00. | 6143 Workers' Compensation   | \$334.00      |
| 199.11.6143.00.127.7.30.8.00. | 6143 Workers' Compensation   | \$222.00      |
| 199.12.6143.00.127.7.30.0.00. | 6143 Workers' Compensation   | \$35.00       |
| 199.11.6146.00.127.7.30.9.00. | 6146 Teacher Retirement/TRS Care                                   | \$973.00      |
| 199.12.6146.00.127.7.30.0.00. | 6146 Teacher Retirement/TRS Care                                   | \$43.00       |
| 199.11.6146.00.127.7.30.0.00. | 6146 Teacher Retirement/TRS Care                                   | \$1,798.00    |
| 199.11.6146.00.127.7.30.5.00. | 6146 Teacher Retirement/TRS Care                                   | \$39.00       |
| 199.11.6146.00.127.7.30.8.00. | 6146 Teacher Retirement/TRS Care                                   | \$892.00      |
| 199.11.6149.00.127.7.30.0.00. | 6149 Employee Benefits   | \$1,028.00    |

|                               |                        |                     |
|-------------------------------|------------------------|---------------------|
| 199.11.6149.00.127.7.30.5.00. | 6149 Employee Benefits | \$22.00             |
| 199.11.6149.00.127.7.30.8.00. | 6149 Employee Benefits | \$714.00            |
| 199.11.6149.00.127.7.30.9.00. | 6149 Employee Benefits | \$898.00            |
| 199.12.6149.00.127.7.30.0.00. | 6149 Employee Benefits | \$118.00            |
| <b>6100 Subtotal:</b>         |                        | <b>\$210,385.00</b> |

**Personnel for SGT. Roberto Ituarte Elementary:**

| <u>Name</u>                  | <u>Position</u>     | <u>Program</u> | <u>FTE</u> |
|------------------------------|---------------------|----------------|------------|
| 202991 - RUIZ, MONIKA S      | SCE-INTERV COACH    | SCE            | 1          |
| 203051 - DE SANTOS, BLANCA M | INSTRL AIDE-AT RISK | SCE            | 1          |
| 212227 - SOTO, MARIA A       | LIBRARY AIDE        | SCE            | 0.5        |
| 217913 - PRIOR, ROBERT B     | SCE-TEACHER CSR     | SCE            | 1          |

# Campus Funding Summary

| 199 - General           |           |          |                     |              |              |
|-------------------------|-----------|----------|---------------------|--------------|--------------|
| Goal                    | Objective | Strategy | Resources Needed    | Account Code | Amount       |
| 2                       | 1         | 1        |                     |              | \$100.00     |
| 2                       | 2         | 4        |                     |              | \$12,750.00  |
| 2                       | 3         | 3        |                     |              | \$19,084.00  |
| 2                       | 3         | 6        |                     |              | \$14,346.50  |
| 4                       | 1         | 8        |                     |              | \$100.00     |
| 4                       | 3         | 1        |                     |              | \$1,000.00   |
| 4                       | 4         | 2        |                     |              | \$500.00     |
| 5                       | 1         | 3        |                     |              | \$77,300.00  |
| 5                       | 1         | 4        |                     |              | \$19,084.00  |
| 5                       | 1         | 5        |                     |              | \$10,187.00  |
| 5                       | 1         | 6        |                     |              | \$40,000.00  |
| 5                       | 4         | 2        |                     |              | \$1,000.00   |
| 5                       | 5         | 1        |                     |              | \$1,000.00   |
| 5                       | 5         | 2        |                     |              | \$1,000.00   |
| 5                       | 5         | 4        |                     |              | \$500.00     |
| <b>Sub-Total</b>        |           |          |                     |              | \$197,951.50 |
| 199 - General Fund: SCE |           |          |                     |              |              |
| Goal                    | Objective | Strategy | Resources Needed    | Account Code | Amount       |
| 2                       | 3         | 2        | Library Aide Salary |              | \$10,187.08  |
| <b>Sub-Total</b>        |           |          |                     |              | \$10,187.08  |
| 211 - Title I, Part A   |           |          |                     |              |              |
| Goal                    | Objective | Strategy | Resources Needed    | Account Code | Amount       |
| 2                       | 2         | 5        |                     |              | \$1,500.00   |
| 2                       | 3         | 5        |                     |              | \$3,000.00   |

|   |   |   |  |                                 |             |
|---|---|---|--|---------------------------------|-------------|
| 2 | 3 | 6 |  | 211.11.127.24.00.000.6399.2118A | \$653.50    |
| 2 | 4 | 1 |  |                                 | \$5,000.00  |
| 2 | 4 | 2 |  |                                 | \$3,000.00  |
| 2 | 4 | 3 |  |                                 | \$1,000.00  |
| 2 | 4 | 4 |  |                                 | \$13,000.00 |
| 2 | 4 | 6 |  |                                 | \$1,000.00  |
| 2 | 5 | 2 |  |                                 | \$6,500.00  |
| 2 | 6 | 1 |  |                                 | \$1,000.00  |
| 2 | 7 | 1 |  |                                 | \$2,000.00  |
| 2 | 7 | 2 |  |                                 | \$1,500.00  |
| 3 | 1 | 1 |  |                                 | \$1,000.00  |
| 3 | 1 | 2 |  |                                 | \$250.00    |
| 3 | 1 | 3 |  |                                 | \$1,000.00  |
| 3 | 1 | 4 |  |                                 | \$1,000.00  |
| 3 | 1 | 5 |  |                                 | \$1,500.00  |
| 3 | 2 | 1 |  |                                 | \$1,000.00  |
| 3 | 2 | 2 |  |                                 | \$1,500.00  |
| 3 | 2 | 3 |  |                                 | \$2,000.00  |
| 3 | 2 | 4 |  |                                 | \$2,000.00  |
| 3 | 2 | 5 |  |                                 | \$1,000.00  |
| 3 | 3 | 1 |  |                                 | \$2,500.00  |
| 3 | 3 | 2 |  |                                 | \$1,000.00  |
| 3 | 3 | 3 |  |                                 | \$1,500.00  |
| 3 | 3 | 4 |  |                                 | \$3,000.00  |
| 3 | 3 | 6 |  |                                 | \$1,500.00  |
| 3 | 4 | 1 |  |                                 | \$20,000.00 |
| 3 | 4 | 2 |  |                                 | \$15,000.00 |
| 4 | 1 | 3 |  |                                 | \$1,500.00  |

|                    |   |   |  |  |              |
|--------------------|---|---|--|--|--------------|
| 4                  | 1 | 4 |  |  | \$1,500.00   |
| 4                  | 1 | 6 |  |  | \$100.00     |
| 5                  | 1 | 2 |  |  | \$12,750.00  |
| 5                  | 3 | 2 |  |  | \$1,500.00   |
| 5                  | 4 | 3 |  |  | \$15,000.00  |
| 5                  | 4 | 4 |  |  | \$12,750.00  |
| 5                  | 5 | 3 |  |  | \$3,000.00   |
| 5                  | 6 | 1 |  |  | \$100.00     |
| <b>Sub-Total</b>   |   |   |  |  | \$144,103.50 |
| <b>Grand Total</b> |   |   |  |  | \$352,242.08 |