

**Socorro Independent School District**  
**Robert R. Rojas Elementary**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

Empowering Students for Excellence



**Board Approval Date:** August 21, 2018  
**Public Presentation Date:** August 21, 2018

# Mission Statement

Robert R. Rojas Elementary is committed to student success. Every staff member is dedicated to providing the best education possible to the children of our community through the acquisition of knowledge in all subjects, as well as through positive character development.

## Vision

“Empowering Students for Excellence”

**Excellence is a choice CHAMPIONS make every day!**

## Board Members and Superintendent

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Robert R. Rojas is one of 49 campuses in Socorro Independent School District. Robert R. Rojas Elementary opened its doors in 1987 and serves predominantly low socio- economic families. Robert R. Rojas serves 531 students in grades Pre-K to 5th Grade. We also serve our special needs students in our PAS, BIC and Co-Teaching classes.

The student population at Robert R. Rojas Elementary consists of 531 students: Pre-K -58, Kinder-80, 1st Grade-75, 2nd Grade-73, 3rd Grade-81, 4th Grade-79, 5th Grade-83, (0% African-American, 1.51% Anglo, 0% Asian, 98.1% Hispanic, 0.38% American Indian). Out of the 531 students at Robert R. Rojas Elementary, 272 are male and 259 are female. 87.38% of Robert R. Rojas Elementary campus students are from economically disadvantaged families.

The staff population is 0% African-American, 2% Anglo, 0% Asian, 98.% Hispanic, 16.6% male and 83.3% female with an average of 11.6 years of experience. The overall mobility rate for the campus is approximately 13.7%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.33%. The average daily attendance rate for staff is 96.44%. There is a total of 95 discipline referrals this year (PreK -0, Kinder-7, 1st Grade-16, 2nd Grade-10, 3rd Grade-19, 4th Grade-13, 5th Grade-30), which is an increase of 50 from last year. Robert R. Rojas Elementary serves 40.87% English Language Learner students, 3.77% students in the Gifted and Talented program, 1.32% students are identified for 504 services. Of the 531 students at Robert R. Rojas Elementary, 56.50% are coded At-Risk and are in need of additional intervention. Our Special Education Department serves 13.37% for either speech or academics services. 1.69% of our students are homeless and two of our students are from Migrant Families.

### Demographics Strengths

Robert R. Rojas Elementary specializes in understanding the needs of our English Language Learners and Economically Disadvantaged students. We offer a variety of after-school and Saturday intervention camps to close the achievement gap for students. Our WIN Academy offers our selected WIN students the opportunity to participate in a blended learning environment. The students are issued an electronic device and use the technology along with their curriculum to gain a more well rounded education.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** During the 2017-2018 school year our attendance rate was consistently below 98%. Students are given incentives weekly and we increased the incentives during the second semester as our attendance continued to drop. Opportunities were provided for students to make up loss of credit. Our overall percentage for the year was 96.33 **Root Cause:** Our Pre-Kindergarten grade level is our lowest attendance every six week reporting period.

# Student Academic Achievement

## Student Academic Achievement Summary

### Robert R. Rojas STAAR Assessment Data

Year	Math	Math Masters	Reading	Rdg Masters	Writing	Writing Masters	Science	Science Masters
2017-2018	83.6%	23%	76.1%	15.5%	64.4%	11.0%	73.8%	16.3%
2016-2017	83.3%	33.3%	73.6%	21.1%	60%	7.5%	72.2%	18.1%
2015-2016	68.8%		70%		66%		80%	

Year	Grade	Math	Math Masters	Reading	Rdg Masters	Writing	Writing Masters	Science	Science Masters
2017-2018	3 <sup>rd</sup>	79.5%	16.4%	79.5%	12.3%				
	4 <sup>th</sup>	75.3%	21.9%	72.6%	15.1%	64.4%	11.0%		
	5 <sup>th</sup>	95.0%	30.0%	76.3%	18.8%			73.8%	16.3%
2016-2017	3 <sup>rd</sup>	75.0%	23.7%	77.6%	22.4%				
	4 <sup>th</sup>	82.5%	43.8%	64.6%	13.9%	60.0%	7.5%		
	5 <sup>th</sup>	93.1%	31.9%	79.2%	27.8%			72.2%	18.1%

Year	Grade	Math LEP	Math SPED	Reading LEP	Rdg SPED	Writing LEP	Writing SPED	Science LEP	Science SPED
2017-2018	3 <sup>rd</sup>	33-90.9%	17-70.6%	75.8%	17-64.7%				
	4 <sup>th</sup>	15-53.3%	12-50.0%	40.0%	12-50.0%	15-33.3%	12-50%		
	5 <sup>th</sup>	25-96.0%	17-82.4%	56.0%	17-29.4%			60.0%	17-29.4%
2016-2017	3 <sup>rd</sup>	25-72.0%	8-50.0%	68.0%	8-62.5%				
	4 <sup>th</sup>	26-69.2%	12-50.0%	25-44.0%	12-25.0%	26-46.2%	12-16.7%		
	5 <sup>th</sup>	21-95.2%	12-66.7%	47.6%	12-41.7%			52.4%	12-58.3%

### 2016-2017 TELPAS Composite Scores

**Our scores are as follows:**

2016-2017 TELPAS Composite Ratings					
Grade Level	Total tested	Beginning	Intermediate	Advanced	Advanced High
Kinder-	47	51%	36%	7%	6%
1 <sup>st</sup> -3 <sup>5</sup>	35	11%	31%	15%	43%
2 <sup>nd</sup>	33	9%	33%	33%	18%
3 <sup>rd</sup>	28	10%	11%	29%	50%
4 <sup>th</sup>	27	10%	8%	41%	41%
5 <sup>th</sup>	22	5%	9%	36%	50%



**Student who have progressed a least one proficiency level in TELPAS:**

<b>2016-2017 TELPAS Progression of at least one Proficiency Level</b>	
1 <sup>st</sup>	81%
2 <sup>nd</sup>	23%
3 <sup>rd</sup>	81%
4 <sup>th</sup>	58%
5 <sup>th</sup>	76%

**2017-2018 TELPAS Composite Scores not available/Coming soon**

**2016-2017 I-Station EOY Scores**

<b>I-STATION</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Kinder Tier I	66%	53%	
Kinder Tier II	20%	30%	
Kinder Tier III	14%	18%	
1 <sup>st</sup> Grade Tier I	66%	66%	
1 <sup>st</sup> Grade Tier II	23%	18%	
1 <sup>st</sup> Grade Tier III	16%	16%	
2 <sup>nd</sup> Grade Tier I	62%	68%	
2 <sup>nd</sup> Grade Tier II	17%	9%	
2 <sup>nd</sup> Grade Tier III	21%	23%	

**2016-2017 TCM EOY Scores**

<b>Grade</b>	<b>2016-2017 TCM-EOY Approaches</b>	<b>2016-2017 TCM-EOY Masters</b>	<b>2017-2018 TCM-EOY Approaches</b>	<b>2017-2018 TCM-EOY Masters</b>	<b>2018-2019 TCM-EOY Approaches</b>	<b>2018-2019 TCM-EOY Masters</b>
Kinder	94.67%	69.33%	94.67%	69.33%		
1 <sup>st</sup> Grade	93.55%	70.97%	92.11%	65.79%		
2 <sup>nd</sup> Grade	86.49%	53.85%	88.89%	47.22%		

The overall STAAR scores in reading, writing and math show very small gains from the previous year. Reading scores went up 2.5%, Science scores went up by 1.6% and Writing by 4.4%. Our teachers will receive professional development in writing instruction and science vocabulary development A focus on Vocabulary development with help to aide in our Science scores and hands on in the science lab. Teachers will be supported by campus instructional coach and district personnel to provide better writing instruction to our students. At Rojas, we are committed to a campus wide writing plan to insure that all grade levels are teaching the writing TEKS to support 4th grade. Professional development opportunities in writing will be offered for 4th grade teachers to assist with the delivery of the writing instruction.

I-station data in Kindergarten through 2nd Grade show an average of students still performing at TIER II and TIER III: Kindergarten 48%, Grade 1 34%, Grade 2 32%. A balanced literacy program in reading will be implemented to insure that teachers in K-2 are implementing a guided reading approach to accelerated instruction. Teachers in K-2nd will be required to provide small group intervention lesson plans for all students in TIER II and TIER III.

The overall STAAR Reading scores for the 2017-2018 school year show an increase of 2.5%. Reading instruction will continue to be our focus of improvement for the 2018-2019 school year. Our teachers will continue to receive professional development in Balanced Literacy, guided reading and small group intervention. We will continue to monitor the data in reading assessments, benchmarks and I-station to properly identify the students in need of intervention. In 2017-18, professional development in data analysis was instrumental in helping us achieve our academic goals. Data was analyzed by administration, teachers and SCE-I Coach and SCE-I Coach delivered professional development based on campus needs during weekly grade level meetings.

Our STAAR data shows a need for our LEP students and SPED students to make more progress within the academic school year. Bilingual teachers need to provide more opportunities for intervention in and out of the classroom and provide SIOP strategies for students. SPED teachers will be afforded additional planning time with their co-teachers to create a more effective plan for following students IEP's. Teachers will be provided with the professional development needed to address the needs of our SPED and LEP populations. A campus wide focus of balance literacy instruction and purposeful interventions will sure to increase our students academic progress.

Although progress was made in our special populations, SPED, LEP and AT-Risk are still in most need of academic progress. The overall SPED data for STAAR reading in Grade 3 went up 2.2%, in Grade 4 by 50% and decreased in grade 5 by 12.3%. Our goal for the 2018--2019 school year, is to increase the SPED passing percentage by 10% every year. The overall LEP passing percentage for STAAR reading showed an increase for Grade 3 by 7.8%, Grade 4 by 4% and an increase of 8.4% for Grade 5. The 2018-2019 school year, our goal is to increase the LEP passing percentage by 5%. At-Risk students show a passing percentage of % and our goal for 2018-2019 is to increase that percentage by 2%.

For the 2016-2017 school year, Robert R. Rojas Elementary received 4 out of 6 Distinction Designation from the Texas Education Agency. The 2016-2017 Accountability Rating is MET STANDARD on Student Achievement, Student Progress, and Post Secondary Readiness.

### **Student Academic Achievement Strengths**

Our 2017-2018 STAAR Math scores in Grade 5 and Grade 4 increased from the previous year: Grade 5 93.1% to 95% and Grade 3 75% to 79.5 %. Our teachers were committed to teaching grade level TEKS and providing interventions throughout the year for our struggling students. In Reading, our STAAR scores for the 2017-2018 school year showed an increase from 73.6% to 76.1%. At Rojas Elementary our teachers are committed to the balance literacy framework which includes small group instruction for struggling students. After-school, Saturday and intersession interventions were also provided to students in order to close the achievement gap.

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

**Problem Statement 1:** Based on our STAAR Writing results, we need to strengthen and align our Writing Curriculum with each teacher and WIN Academy Classroom. **Root Cause:** Our results show an inconsistency in classroom performance and grade level performance indicating a gap in instruction.

**Problem Statement 2:** I-Station data in K-2nd indicate an average of 48% students in Kindergarten performing on TIER II and TIER III, as well as 34% in Grade 1 and 32 % in grade 2. **Root Cause:** Teachers need to provide a balanced literacy approach emphasizing on guided reading to address the gaps in these Tiers.

**Problem Statement 3:** Based on our STAAR Science results& 73.8%, we need to strengthen and align our Science curriculum to make significant gains and also increase our Meets and Masters standards. **Root Cause:** We need to use a variety of resources for science instruction to include science labs and materials.

**Problem Statement 4:** Based on our overall STAAR Reading results we need to strengthen our reading instruction program and plan vertically adjusting our instruction. **Root Cause:** Reading scores are at 76.1 and we need to implement a balanced reading program with an emphasize on guided reading to support learning gaps.

**Problem Statement 5:** One out of the one total migrant student did not meet approaches on the STAAR Science Assessment and as a result the campus received a performance level of 3 on the PBMAS ESSA indicator. **Root Cause:** Teachers and leaders did not effectively track the progress of struggling students. Students did not receive appropriate interventions. Teachers and leaders did not timely referred students for Special Education testing.

**Problem Statement 6:** 37.5% of bilingual students met approaches on the STAAR Writing Assessment, and as a result the campus received a performance level of 3 on the PBMAS Bilingual indicator. **Root Cause:** Inconsistent implementation of ELPS in TEKS aligned instruction and Sheltered Instruction Observation Protocol to make writing comprehensible for students developing English language skills.

**Problem Statement 7:** 29.4% of the SPED students met approaches on the STAAR Science Assessment, and as a result the campus received a performance level of 3 on the PBMAS SPED Indicator. **Root Cause:** Inconsistent implementation of Science TEKS across grade levels and lack of differentiated instructional methods and content exposure in order to allow students to master content rigor.

**Problem Statement 8:** 1 out of the 1 total migrant student population did not meet approaches in the STAAR Reading Assessment, and as a result the campus received a score of 3 on performance level in the PBMAS ESSA indicator. **Root Cause:** Teachers and leaders did not effectively track the progress of struggling students. Students did not receive appropriate interventions. Teachers and leaders did not timely refer students for Special Education testing.

# School Processes & Programs

## School Processes & Programs Summary

At Robert R. Rojas Elementary, we are dedicated to student success. We provide our teachers with planning time to ensure that they are providing quality instruction to our students that are aligned to grade level TEKS. Our WIN Academy provides a blended learning classroom environment and an extended day framework to aide in closing the achievement gap for our students. WIN Academy teachers are also provided with additional planning time to incorporate technology into the classroom.

Robert R. Rojas Elementary offers a variety of instructional programs to support our students. Bilingual education is provided for all English Language Learners and teachers are provided with SIOP strategies to support English Language Learners. A 90 minute Reading and Math block provide teachers with the instructional time needed to teach whole group lessons and to pull out students for small group intervention. After-school, Saturday, Fall and Spring intervention tutoring and camps are offered for students that need additional support in closing the achievement gaps. Acceleration programs are offered for students to participate in events such as, Robotics, VASSP, Science Fair, UIL, Karate, Dancing Roadrunners and Mission Wellness.

Robert R. Rojas is committed to providing our students with a 21st century education. Teachers are provided with document cameras and interactive white boards to make the curriculum interactive in the classrooms. We are committed to purchasing the latest technology for our teachers and providing them with the professional development to sustain the curriculum in the classrooms.

At Robert R. Rojas Elementary, our Gifted and Talented population is supported by a campus GT coordinator. The GT Pull Out Program offers our GT students the opportunity to participate in a class that expands their strengths through group and individual projects. The GT students participate in Team Quest activities to expand their horizons and in the SISD GT Showcase. The GT Showcase allows our students to show off their projects and the learning they have experienced through our campus GT program.

At Robert R. Rojas Elementary, we support AVID Elementary strategies for all students to increase student achievement. Each year teachers are sent to the AVID Summer Institute to bring back specific campus wide strategies to train the teachers at the beginning of the school year. At Rojas, we are committed to campus agendas, color coding and a campus wide discipline plan to create consistency and uniformity. AVID allows the campus to teach specific organizational skills for our students to be successful and college and career ready.

The WIN program is offered at Robert R. Rojas Elementary for students in 2nd, 3rd, 4th and 5th grade. Students in the WIN program are offered 1 to 1 technology and curriculum that focuses on Reading and Math. The extended day services allow the teachers to provide more instruction in core areas to close the achievement gap. WIN teachers are provided with professional development to support the technology in the classroom and with curriculum strategies to assist the students in their classrooms. WIN excursions are taken throughout the year, so that the students have the opportunity to see how their learning extends out into the community.

## School Processes & Programs Strengths

Our School-wide Title I program consists of parent involvement activities, extended day for Math and Reading intervention, Reading and Math professional development opportunities for teachers, and one SCE-I Coach funded by State and Federal Program, SCE-I funds. Our State Compensatory Education Program (SCE) consists of one academic coach training teachers in best practices for all content areas and providing intervention for all at-risk students at Robert R. Rojas Elementary. An At-Risk Aide is funded by SCE funds to aide in providing interventions to at-risk students and a Parent Liaison is funded by Title I funds to provide assistance to the parents of our community.

This year we started a parental involvement opportunity with the Latino Family Project involving parents in a rich literacy setting to help them understand literature and strategies on how they can help their children in closing the achievement gap.

Our campus SIT Committee developed a plan to ensure that we implemented instructional practices that were based on data. The site-based decision-making team looked at last year's program evaluations and the following data: Istation, TCM, Common Assessment Data, CPALLS, Teacher and student Attendance data, Discipline Referrals and STAAR Assessment Data.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Based on the reading results from the prior year data indicated we needed to address our English Language Learners. **Root Cause:** Ensuring our teachers are using SIOP strategies and the English Language Proficiency Standards (ELP's) to address our Bilingual population.

# Perceptions

## Perceptions Summary

Robert R. Rojas Elementary will offer multiple opportunities for our parents to participate in their child's education. During the school year, we offer a minimum of three academic nights for parents to come to campus to learn strategies that can be applied at home with their child(ren). We also offer monthly family nights at our participating Partners in Education venues in the community. Our campus Parent Liaison offers weekly parenting classes for parents of the community to come in and learn English and better nutrition for their children. We also incorporate the Latino Family Project and invite parents to engage in literacy with their children.

Parents, students and staff members are greeted at the door every morning and are encouraged to come in at any time to address any concerns. Safety is the number one priority at Robert R. Rojas Elementary. We have established a system for releasing students to parents that ensures only authorized family members are allowed to sign-out students from the campus. Parental feedback and concerns are used to identify areas of concern and areas for improvement for the school since it is not a survey year.

## Perceptions Strengths

According to the previous 2017 Climate survey data, parents and staff feel that Robert R. Rojas staff provides their students with a safe and secure environment. Bus cards were created for campus personnel to know who was riding the bus daily. Campus personnel are assigned to monitor the front door to receive visitors at all times throughout the instructional day. A front desk is located to aide in the increased presence at Robert R. Rojas Elementary. Our new full time campus security officer monitors the safety of the students, faculty and staff. We conduct monthly safety drills to learn and follow safety procedures in an event of an emergency. All faculty, staff and students are trained on the safety procedures at the beginning of the year and we revisit safety after every intersession break.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Rojas needs to provide more parental out-reach opportunities to get our parents involved in their child's academic career. **Root Cause:** Campus does not provide enough opportunities for parents to get involved with their academics.

# Comprehensive Needs Assessment Data Documentation

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



# Goals




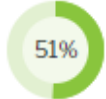


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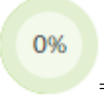

**Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.**

**Performance Objective 1:** For the 2018-2019 school year, Robert R. Rojas will continue to follow SISD's expectations for campus safety.

**Evaluation Data Source(s) 1:** SISD Safety Checklist/Monthly Safety Audits/Monthly Safety Drills

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide a consistent security presence and procedures for checking in and out of the building at the front office (Hall Pass).	2.4	Campus Administration, Campus Office Staff and	Hall Pass Report and Campus Sign in/Out Sheets			
	<b>Funding Sources:</b> 199 - General - 0.00					
2) Monitor campus bullying incidents by providing campus training on Prevent Bullying and Master Teacher-Social and Emotion Learning Training.	2.4, 2.6	Campus Administration, Campus Staff, Campus Safety Team	Professional Development Dates and Sign In Sheets, Weekly Meetings, Master Teacher Walkthroughs/Bully Incident Referrals			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) Implement safety drill and Campus EOP procedures to ensure campus safety measures are met.	2.4	Campus Administration, Campus Staff, Campus Safety Team	Professional Development Dates and Sign In Sheets, Weekly Meetings/Safety Drill Reports/Campus EOP			
	<b>Funding Sources:</b> 199 - General - 0.00					

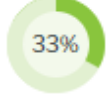










4) Provide a safe environment for all students by monitoring campus discipline at all times	2.4	Campus Administration, Campus Staff, Campus Safety Team	Campus Discipline Referrals			
<b>Funding Sources:</b> 199 - General - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						





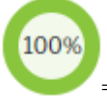


## Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 1:** For the 2018-2019 school year, Robert R. Rojas Elementary will improve its overall state assessment scores in Reading by 3% as compared to the overall Reading results of 2017-2018 (76.1%).

**Evaluation Data Source(s) 1:** Campus Assessment Data/District Benchmarks/Overall STAAR Reading Scores

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase materials to support our core reading instructional program on campus, to include materials that will be sent to printshop for mass printing for campus use.	2.4, 2.6	Campus Administration, Campus SCE-I Coach	Campus Assessment Data/Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00, 199 - General Fund: Bilingual - 5000.00					
2) Provide scientifically research based supplemental resources and materials for reading instruction and/or intervention.	2.4, 2.6	Campus Administration, Campus SCE-I Coach,	Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00					
3) Purchase resources such as but not limited to: library books, scholastic readers and magazines to assist teachers in providing our students with reading instruction.	2.4, 2.6	Campus Administration, Campus Librarian, Campus SCE-I Coach	Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00					
4) Utilize State Compensatory Education personnel (SCE-I Coach, At-Risk Aide, Library Aide and WIN Aide & a CSR teacher) in providing interventions to our At-Risk students.	2.4, 2.5, 2.6	Campus Administrators	Campus Assessment Data/Campus Lesson Plans/Intervention Lesson Plans/SCE Logs and Progress monitoring			
	<b>Funding Sources:</b> 199 - General Fund: SCE - 152000.00					
5) Provide transportation and instructional materials for after-school, intersession, summer, or Saturday school intervention tutorials provided by classroom teachers.	2.4, 2.5, 2.6	Campus Administration, Campus SCE-I Coach	Campus Assessment Data/Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 15000.00, 199 - General Fund: SCE - 8000.00, 224 - IDEA A, SPED - 2000.00, 199 - General Fund: Bilingual - 5000.00					

6) Purchase necessary supplies and materials for students to support AVID Elementary organizational practices.	2.4, 2.6	Campus Administration, Campus SCE-I Coach, Campus AVID Team	Campus Lesson Plans/Intervention Lesson Plans/Campus Agendas/Campus ISN's			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00					
7) Purchase supplemental instructional programs such as but not limited to: Brain-Pop, Accelerated Reader, Lexia, and STEMSCOPEs to provide students with engaging lessons across all content areas.	2.4, 2.6	Campus Administration, Campus SCE-I Coach	Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00					
 = Accomplished  = 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 2018-2019 school year, Robert R. Rojas Elementary will improve its overall state assessment scores in Math by 3% as compared to the overall Math results of 2017-2018 (83.6%).

**Evaluation Data Source(s) 2:** Campus Assessment Data/District Benchmarks/Overall STAAR Math Scores

**Summative Evaluation 2:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase materials to support our core math instructional program on campus to include materials that will be sent to printshop for mass printing for campus use..	2.4, 2.6	Campus Administration, Campus SCE-I Coach	Campus Assessment Data/Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00					
2) Provide scientifically research based supplemental resources and materials for math instruction and/or intervention.	2.4, 2.5, 2.6	Campus Administration, Campus SCE-I Coach,	Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00, 199 - General Fund: SCE - 3000.00					
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 3:** For the 2018-2019 school year, Robert R. Rojas Elementary will improve its overall state assessment scores in Writing by 4% as compared to the overall Writing results of 2017-2018 (64%).

**Evaluation Data Source(s) 3:** Campus Assessment Data/District Benchmarks/Overall STAAR Writing Scores

**Summative Evaluation 3:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide scientifically research based supplemental resources and materials for Writing instruction and/or intervention.	2.4, 2.5, 2.6	Campus Administration, Campus SCE-I Coach,	Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00					
 = Accomplished  = 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 2018-2019 school year, Robert R. Rojas Elementary will improve its overall state assessment scores in Science by 4% as compared to the overall Science results of 2017-2018 (73.8%).

**Evaluation Data Source(s) 4:** Campus Assessment Data/District Benchmarks/Overall STAAR Science Scores

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide scientifically research based supplemental resources and materials for science instruction and/or intervention.	2.4, 2.5, 2.6	Campus Administration, Campus SCE-I Coach,	Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00, 199 - General Fund: Bilingual - 1000.00, 224 - IDEA A, SPED - 1000.00					
 = Accomplished  = 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 2018-2019 school year, Robert R. Rojas Elementary will improve its overall STAAR Reading performance for Special Education Students by 3% as compared to the overall STAAR Reading SPED results for 2017-2018 of 41%.

**Evaluation Data Source(s) 5:** Campus Assessment Data/District Benchmarks/Overall STAAR Reading Scores for SPED students

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide transportation and instructional materials for after-school, intersession or Saturday intervention tutorials for SPED students.	2.4, 2.5, 2.6	Campus Administration, Campus SCE-I Coach, SPED Teachers	Campus Assessment Data/Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00, 224 - IDEA A, SPED - 2000.00					
2) Provide funding to use towards purchasing additional technology equipment that needs replacement such as but not limited to: computers in teachers classrooms, bulbs for projectors, C.O.W.S. ink for the printers and other technology tools needed for instruction.	2.4, 2.5, 2.6	Campus administration, SPED Teachers	Students exposure to technology and to increase academic performance on STAAR assessments.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 20000.00, 263 - Title III, Part A (Eng. Lang. Acq.) - 3500.00, 224 - IDEA A, SPED - 2000.00					
= Accomplished                = 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 2018-2019 school year, Robert R. Rojas Elementary will improve its overall STAAR Reading performance for LEP Students by 5% as compared to the overall STAAR Reading LEP results for 2017-2018 of 55%.

**Evaluation Data Source(s) 6:** Campus Assessment Data/District Benchmarks/Overall STAAR Reading Scores for LEP students

**Summative Evaluation 6:**

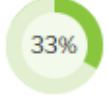




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Provide transportation and instructional materials for after-school, intersession, summer, or Saturday school intervention tutorials for LEP students.	2.4, 2.5, 2.6	Campus Administration, Campus SCE-I Coach, LEP Teachers	Campus Assessment Data/Campus Lesson Plans/Intervention Lesson Plans			
<b>Funding Sources:</b> 224 - IDEA A, SPED - 1000.00, 211 - Title I, Part A - 1000.00						
 = Accomplished  = 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 2018-2019 school year, Robert R. Rojas Elementary will improve its overall STAAR Reading performance for At-Risk Students by 5% as compared to the overall STAAR Reading At-Risk results for 2017-2018 of 55%.

**Evaluation Data Source(s) 7:** Campus Assessment Data/District Benchmarks/Overall STAAR Reading Scores for At-Risk students

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide transportation and instructional materials for after-school, intersession, summer, or Saturday school intervention tutorials for At-Risk students.	2.4, 2.5, 2.6	Campus Administration, Campus SCE-I Coach, Campus Teachers	Campus Assessment Data/Campus Lesson Plans/Intervention Lesson Plans			
<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00, 199 - General Fund: Bilingual - 2000.00						
 = Accomplished  = No Progress  = Discontinue						

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

**Performance Objective 8:** For the 2018-2019 school year, Robert R. Rojas Elementary will improve its overall Circle Progress Monitoring performance on Rapid Vocabulary and Math for any migrant students on campus to 80% mastery.

**Evaluation Data Source(s) 8:** Campus Circle Progress Monitoring BOY/MOY/EOY Scores

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide transportation and instructional materials for after-school, intersession, summer, or Saturday school intervention tutorials for migrant students.	2.4, 2.5, 2.6	Campus Administration, Campus SCE-I Coach, Campus Teachers	Campus Assessment Data/Campus Lesson Plans/Intervention Lesson Plans			
<b>Funding Sources:</b> 211 - Title I, Part A - 500.00						
2) Closely monitor Migrant Intervention logs to ensure appropriate interventions and strategies are implemented for struggling students. Document interventions through Eduphoria.	2.4, 2.5, 2.6	Migrant teachers, At-Risk Campus Coordinator	Migrant Intervention logs, Eduphoria Documentation			
= Accomplished                 = No Progress                 = Discontinue						

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

**Performance Objective 9:** For the 2018-2019 school year, Robert R. Rojas Elementary will improve its overall STAAR Reading Master Grade Level performance for GT Students by 2% as compared to the overall STAAR Reading GT students results for 2017-2018 of 73%.

**Evaluation Data Source(s) 9:** Campus Assessment Data/District Benchmarks/Overall STAAR Reading Scores for GT students

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 1 CSF 4  1) Purchase necessary resources and materials for GT Program students.	2.4, 2.5, 2.6	GT Coordinator, Administration,	GT Pull Out Program Documentation			
	<b>Funding Sources:</b> 199 - General: Gifted and Talented - 500.00, 211 - Title I, Part A - 500.00					
2) Provide funding for TEAM Quest Competition resignation for GT students to participate in.	2.4, 2.5, 2.6	GT Coordinator, Administration	Team Quest participation documentation			
	<b>Funding Sources:</b> 199 - General - 200.00					
= Accomplished                = 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 10:** For the 2018-2019 school year, Robert R. Rojas Elementary will continue to purchase technology such as computers, laptops, Tablets (IPADS), document cameras and bulbs, projectors, scanners and tablets to provide our students with access to technology.

**Evaluation Data Source(s) 10:** Inventory Sheets/PO's

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase additional peripheral technological devices and implement the usage of technological peripherals to enhance the delivery of instruction with items such as but not limited to: computers, laptops, tablets (IPADS), document cameras, Elmos, scanners, projectors, and tablets to support the 21st century classrooms.	2.4, 2.5, 2.6	Campus Administration, Campus SCE-I Coach	Campus Assessment Data/Campus Lesson Plans/Intervention Lesson Plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 10000.00					
2) Implement relevant software and web-based application and programs such as but not limited to: United Streaming, Brain Pop, Nearpod Think Through Math, iStation, Stemsscopes, Education Galaxy, Lexia, and IXL.	2.4, 2.5, 2.6	Campus Administration, SCE-I Coach	Improved student academic performance in all core content areas, Increasing in STAAR performance results.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 5500.00					
= Accomplished                 = 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 11:** For the 2018-2019 school year, Robert R. Rojas will improve the PBMAS performance level of the migrant indicator from 3 to 2.

**Evaluation Data Source(s) 11:** Campus Assessment Data/District Benchmarks/Overall STAAR Reading and Science Scores for migrant students

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>PBMAS</b> 1) PEIMS clerk will notify teachers and leaders about the enrollment of a migrant student.	2.4, 2.6	PEIMS Clerk, Teachers, Administratrion, Pre-Kinder Aides.	To identify and provide interventions on a timely manner to struggling migrant students. To decrease performance level from a 3 to a 2.			
<b>PBMAS</b> 2) Review monthly migrant log documentation.	2.4, 2.5	PEIMS Clerk, Teachers, Administration.	To provide interventions on a timely manner to struggling migrant students.			
<b>PBMAS</b> 3) Ensure that all Tier 3 migrant students are monitored by the RTI committee.	2.4, 2.5	Teacher, SCE-I Coach, Counselor, Principal (RTI Committee).	To ensure all migrant students are meeting grade level expectations and are being monitor for progress.			
= Accomplished                 = No Progress                 = Discontinue						







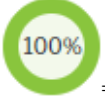


**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 12:** For the 2018-2019 school year, Robert R. Rojas will improve the PBMAS performance level of the bilingual indicator from 3 to 2.

**Evaluation Data Source(s) 12:** Campus Assessment Data/District Benchmarks/Overall STAAR Writing Scores for bilingual students.

**Summative Evaluation 12:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>PBMAS</b></p> <p>1) Lesson Frames in bilingual classrooms must have the content and language objectives posted. Students must be able to respond to the content by reading, writing, listening, or speaking. All classrooms will have a word wall displayed.</p>	2.4, 2.5	PK-5th Grade Teachers, SCEI Coach, Administration	The content and language objectives are observable, presented in language the student can understand, and the language objective promotes student academic language growth. Academic vocabulary will be displayed in the classroom word wall.			
<p>2) Lesson plans will include content and language objectives. Teachers will include sentence stems to assist students in developing writing.</p>	2.4, 2.5	PK-5th Grade Teachers, SCEI Coach, Administration	Teachers will purposefully plan lessons that address the content and language objectives to make subject matter comprehensible for ELs.			
<p><b>PBMAS</b></p> <p>3) Campus-wide initiatives for writing will include: The Core of Writing Resource (K-5th), Daily Oral Language Review (1st-5th), Motivation Writing (4th), Book of the Month Writing project (PK-5th), published compositions will be required every 3 week period (2nd-5th), word of the week sentence strip displayed in Writer's Wall for each class, Idiom of the Week journal writing, and Poem of the month.</p>	2.4, 2.5	PK-5th Grade Teachers, SCEI Coach, Librarian, Administration	Provide daily opportunities for students to use critical writing in all content areas and be able to respond using appropriate language conventions.			
<p><b>Targeted Support Strategy</b></p> <p><b>PBMAS</b></p> <p>4) Fundamental Five Critical Writing will be implemented in each content area by using simple lists, short comparison paragraphs, a quick summary, mind maps, purposeful note taking, written Exit Tickets, formal essays, and quick writes. AVID campus selected strategies will be used (One Pager, Exit Tickets, Quick Writes, Journal Writing Starters, Round Robin, D-L-I-Q Reflection Frame, One-Pager).</p>	2.4, 2.5	PK-5th Grade Teachers, SCEI Coach, Administration	Provide daily opportunities for students to use critical writing in all content areas and be able to respond using appropriate language conventions.			

<p><b>PBMAS</b></p> <p>5) 4th Grade Bilingual students will participate in a STAAR Writing Camp prior to the assessment.</p>	<p>2.4, 2.5</p>	<p>PK-5th Grade Teachers, SCEI Coach, Administration</p>	<p>Increase writing proficiency in bilingual students.</p>			
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>PBMAS</b></p> <p>6) Targeting and regrouping bilingual students in Writing by focusing on assessment data, predictive model, providing additional intervention time during the school day for students needing intervention.</p>	<p>2.4, 2.5</p>	<p>2nd-5th Grade Teachers, SCEI Coach, Administration</p>	<p>Provide Tier 2 and 3 targeted instruction for bilingual students in writing to increase student achievement.</p>			
<p><b>PBMAS</b></p> <p>7) Monitor bilingual denial students to ensure that they are progressing in writing.</p>	<p>2.4, 2.5</p>	<p>PK-5th Grade Teachers, SCEI Coach, Administration</p>	<p>Ensure that all bilingual denials are making appropriate academic progress and meet approaches on STAAR Writing.</p>			
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**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 13:** For the 2018-2019 school year, Robert R. Rojas will improve the PBMAS performance level of the SPED indicator from 3 to 2.

**Evaluation Data Source(s) 13:** Campus Assessment Data/District Benchmarks/Overall STAAR Science Scores for SPED students.

**Summative Evaluation 13:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Permanent Lab Schedule	2.4, 2.5	K-5 Teachers, Co-Teachers and Administration.	To provide student with experiences. To build background knowledge and develop academic vocabulary to satisfactorily meet the demands of the tested curriculum.			
<b>PBMAS</b> 2) Teachers will plan science lessons and hands on activities in 3 week blocks. Labs will be planned and all materials will be available and tools organized and prepared.	2.4, 2.5	K-5 Teachers, Co-Teachers and Administration.	To assist AA Teachers and co-teachers with the necessary materials,tools, time and resources needed to plan effective lessons by collaborating using different levels of expertise addressing student's needs.			
<b>PBMAS</b> 3) Intervention (tutoring plan) for 5th grade students who have shown struggles in science. Students will attend tutoring 2 to 3 times a week starting in April until day prior to test administration.	2.4, 2.5	K-5 Teachers, Co-Teachers and Administration.	To identify and monitor struggling students on a timely manner and to provide interventions according to students .			
= Accomplished               = 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 2018-2019 school year, Robert R. Rojas Elementary will continue to provide professional development opportunities to support AVID Elementary.

**Evaluation Data Source(s) 1:** Sign In Sheets/AVID E Walkthroughs/AVID E Data Collection

**Summative Evaluation 1:** Met Performance Objective


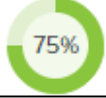



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement AVID Elementary procedures from AVID Elementary Summer Institute Training to create and promote a college bound culture at our school.	2.4, 2.6	Campus Administration, Campus SCE-I Coach, Campus AVID Team	Campus Lesson Plans/Intervention Lesson Plans/Campus Agendas/Campus ISN's			
	<b>Funding Sources:</b> 211 - Title I, Part A - 10500.00					
2) Provide professional development in an array of mediums with appropriate materials and resources including interactive workshops, on-line activities, newsletters, mentoring, coaching, classroom observations, model classrooms and lessons, books , etc.,	2.4, 2.6	Campus Administration and SIT committee	Improve scores on STAAR exams			
	<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00					
= Accomplished                = 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 2018-2019 school year, Robert R. Rojas Elementary will allocate funding to purchase scientifically research-based programs, material and resources for professional development training.

**Evaluation Data Source(s) 2:** Campus Assessment Data/STAAR Data/Sign In Sheets

**Summative Evaluation 2:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide funding for the purchase of professional development resources such as but not limited to: books, software and on-line training for teachers.	2.4, 2.6	Campus Administration, Campus SCE-I Coach	Improve academic student performance on district benchmarks, 9 weeks report cards, and STAAR Test			
	<b>Funding Sources:</b> 211 - Title I, Part A - 500.00, 199 - General Fund: Bilingual - 300.00, 224 - IDEA A, SPED - 200.00					
 = Accomplished  = 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:** For the 2018-2019 school year, Robert R. Rojas Elementary will continue to provide professional development opportunities in SIOP to support our bilingual teachers.

**Evaluation Data Source(s) 3:** Sign In Sheets/SIOP Walkthroughs/Bilingual Students data collection in Reading

**Summative Evaluation 3:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development opportunities in SIOP to support our bilingual teachers and improve ELL student performance	2.4, 2.6	Campus Administration, Campus SCE-I Coach	Campus Lesson Plans/Intervention Lesson Plans/Campus Agendas/Campus ISN's			
	<b>Funding Sources:</b> 199 - General Fund: Bilingual - 500.00					
 = Accomplished  = 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:** For the 2018-2019 school year, Robert R. Rojas Elementary will continue to provide professional development opportunities in Special Education to support our teachers.

**Evaluation Data Source(s) 4:** SPED Campus Assessment Data/STAAR Data/Sign In Sheets

**Summative Evaluation 4:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide effective professional development opportunities for SPED teachers to attend at local, district and Region 19.	2.4, 2.6	Campus Administration	PD Certificates of Participation/Lesson Plan and Student performance data.			
	<b>Funding Sources:</b> 224 - IDEA A, SPED - 500.00					
 = Accomplished  = 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 5:** For the 2018-2019 school year, Robert R. Rojas Elementary will to provide professional development opportunities in T-TESS to ensure that 70% of the teachers evaluated by T-TESS receive a Proficient Rating.

**Evaluation Data Source(s) 5:** PD Agendas/T-TESS Walkthroughs/T-Tess Summative Evaluation Data

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide teachers professional development opportunities on T-TESS at campus, district, local and/or Region 19.	2.4, 2.6	Campus Administration	PD Certificates of Participation/Lesson Plan and Student performance data.			
	<b>Funding Sources:</b> 199 - General - 200.00					
 = Accomplished  = No Progress  = Discontinue						

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

**Performance Objective 1:** For the 2018-2019 school year, Robert R. Rojas Elementary' s Parent Liaison will provide monthly opportunities for parents to come to the campus to participate in their child's education.

**Evaluation Data Source(s) 1:** Monthly Meeting Agendas/Monthly Sign In Sheets

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Continue to meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide opportunities for parents to attend local/state conferences.	3.1, 3.2	Campus Administration, Campus Parent Liaison	Agendas/Sign In sheets			
	<b>Funding Sources:</b> 211 - Title I, Part A - 200.00					
2) Provide funding to purchase snack, refreshments and materials needed for parent workshops and trainings.	3.1, 3.2	Campus Administration, Campus Parent Liaison	Agendas/Sign In sheets			
	<b>Funding Sources:</b> 211 - Title I, Part A - 600.00					
= Accomplished                = No Progress                = Discontinue						



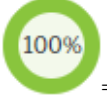


**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

**Performance Objective 2:** For the 2018-2019 school year, Robert R. Rojas Elementary will continue to provide monthly notification of campus events via, campus newsletter, campus website, campus call out system and student agendas.

**Evaluation Data Source(s) 2:** Copies of notifications from campus newsletter, campus website, campus call out system and student agendas.

**Summative Evaluation 2:** Exceeded Performance Objective

**Next Year's Recommendation 2:** Continue to exceed performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase materials needed to send campus information to the community.	3.1, 3.2	Campus Administration	Campus Newsletters, Agendas, Blackboard Reports			
<b>Funding Sources:</b> 199 - General - 200.00						
 = Accomplished  = No Progress  = Discontinue						



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

**Performance Objective 3:** For the 2018-2019 school year, Robert R. Rojas Elementary will continue to provide a minimum of three customer service trainings to the office staff in order to promote a positive and friendly environment.

**Evaluation Data Source(s) 3:** PD Agendas/Front Office Surveys

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

**Next Year's Recommendation 3:** Meet expectations

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide three customer service trainings to front office staff three times a year.		Campus Administration	Training agendas, BOY,MOY and EOY			
<b>Funding Sources:</b> 199 - General - 100.00						
= Accomplished                 = No Progress                 = Discontinue						

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

**Performance Objective 4:** For the 2018-2019 school year, Robert R. Rojas Elementary will continue to increase by 2 the number of business partnerships/higher education institutions that support our campus.

**Evaluation Data Source(s) 4:** Number of Business Partnerships from our Partner in Education

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Meet expectations






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase our number of business partnerships/higher education institutions that support our campus.	2.5	Campus Administration, PIE Coordinator, Parent Liaison	Increase campus support with PIE			
<b>Funding Sources:</b> 199 - General - 100.00						
= Accomplished                = 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 2018-2019 school year, Robert R. Rojas Elementary will improve its overall student attendance by .5% as compared to the overall student attendance results of 2017-2018 (96.33%).

**Evaluation Data Source(s) 1:** Monthly Student Attendance Data

**Summative Evaluation 1:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase incentives to promote student attendance.	2.4, 2.6	Campus Administration, PIEMS	Increase student attendance			
<b>Funding Sources:</b> 199 - General - 200.00, 211 - Title I, Part A - 1200.00						
 = Accomplished  = 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:** For the 2018-2019 school year, Robert R. Rojas will decrease the number of discipline referrals by 2% from the previous school year.

**Evaluation Data Source(s) 2:** Discipline Reports/Bullying Referrals

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Monitor bullying and promote good behavior by providing monthly incentives.	2.4, 2.6	Campus Administration, counselor	Decreased referral and bullying incidents			
	<b>Funding Sources:</b> 199 - General - 100.00					
 = Accomplished  = 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:** Robert R. Rojas will continue to decrease the number bullying incidents by 2% by providing campus training on Master Teacher-Social and Emotional Learning Training.

**Evaluation Data Source(s) 3:** Professional Development Dates and Sign In Sheets, Weekly Meetings, Prevent Bullying Walkthroughs/Bully Incident Referrals

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase Master Teacher Material and PD in efforts to decrease the number of bullying incidents on campus.	2.4, 2.6	Campus Administration, counselor	Decreased bullying incidents			
<b>Funding Sources:</b> 211 - Title I, Part A - 700.00						
= Accomplished                = 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:** Robert R. Rojas will continue to decrease the number bullying incidents by 2% by providing campus training from campus counselor on CHAMPS program.

**Evaluation Data Source(s) 4:** Professional Development Dates and Sign In Sheets, Weekly Meetings, CHAMPS Mentor Logs/Bully Incident Referrals

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase necessary resource material to support our CHAMPS mentoring program.	2.4, 2.6	Campus Administration, counselor	Mentor Documentation			
<b>Funding Sources:</b> 199 - General - 100.00						
= Accomplished                = No Progress                = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	12	6	Targeting and regrouping bilingual students in Writing by focusing on assessment data, predictive model, providing additional intervention time during the school day for students needing intervention.

# State Compensatory

## Budget for Robert R. Rojas Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.00.101.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$3,840.00
199.11.6118.00.101.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$18,243.00
199.11.6118.00.101.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$15,840.00
199.11.6118.99.101.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$26,000.00
199.11.6119.00.101.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,632.00
199.11.6119.00.101.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$70,927.00
199.11.6125.00.101.7.30.0.00.	6125 Salary Support - Locally Defined	\$14,100.00
199.11.6129.00.101.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$18,000.00
199.12.6129.00.101.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,854.00
199.11.6141.00.101.7.30.0.00.	6141 Social Security/Medicare	\$821.00
199.11.6141.00.101.7.30.8.00.	6141 Social Security/Medicare	\$766.00
199.11.6141.99.101.7.30.0.00.	6141 Social Security/Medicare	\$377.00
199.12.6141.00.101.7.30.0.00.	6141 Social Security/Medicare	\$118.00
199.11.6142.00.101.7.30.0.00.	6142 Group Health and Life Insurance	\$12,685.00
199.11.6142.00.101.7.30.8.00.	6142 Group Health and Life Insurance	\$11,030.00
199.12.6142.00.101.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.99.101.7.30.0.00.	6143 Workers' Compensation	\$116.00
199.12.6143.00.101.7.30.0.00.	6143 Workers' Compensation	\$35.00
199.11.6143.00.101.7.30.0.00.	6143 Workers' Compensation	\$250.00
199.11.6143.00.101.7.30.8.00.	6143 Workers' Compensation	\$233.00
199.11.6146.00.101.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,166.00



199.11.6146.00.101.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$66.00
199.11.6146.00.101.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$1,064.00
199.11.6146.00.101.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$698.00
199.11.6146.99.101.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$642.00
199.12.6146.00.101.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$115.00
199.11.6149.00.101.7.30.0.00.	6149 Employee Benefits	\$861.00
199.11.6149.00.101.7.30.5.00.	6149 Employee Benefits	\$174.00
199.11.6149.00.101.7.30.8.00.	6149 Employee Benefits	\$671.00
199.11.6149.00.101.7.30.9.00.	6149 Employee Benefits	\$657.00
199.11.6149.99.101.7.30.0.00.	6149 Employee Benefits	\$390.00
199.12.6149.00.101.7.30.0.00.	6149 Employee Benefits	\$133.00
<b>6100 Subtotal:</b>		<b>\$268,815.00</b>
<b>6400 Other Operating Costs</b>		
199.11.6494.00.101.7.30.9.00.	6494 Reclassified Transportation Expenses	\$5,000.00
<b>6400 Subtotal:</b>		<b>\$5,000.00</b>

## Personnel for Robert R. Rojas Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Berumen	At-Risk Instructional Aide	SCE	1
Carmen Favela	WIN Teacher	SCE	.10
Cecilia Perez	WIN Teacher	SCE	.10
Claudia Jimenez	Library Aide	SCE	.50
David Arteaga	WIN TIA	SCE	1
Gerardo Morales	SCEI Coach	SCE	1
Hector Perez	WIN Teacher	SCE	.11
Jorge Reyes	CSR Teacher	SCE	1
Norma Alfaro	WIN Teacher	SCE	.10
Sara Arvizu	WIN TIA	SCE	1

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ofelia Acevedo	Parent Liaison	Title I	1

## 2018-2019 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Monica Vendrell	PreK- Teacher
Classroom Teacher	Sherry Rodriguez	Kinder Teacher
Classroom Teacher	Isabel Chagolla	1st Grade Teacher
Classroom Teacher	Lidia Castillo	2nd Grade Teacher
Classroom Teacher	Edwina Ginithan	3rd Grade Teacher
Classroom Teacher	Veronica Villanueva	4th Grade Teacher
Classroom Teacher	Corina Rendon	5th Grade Teacher
SPED Teacher	Valerie Ortega	SPED Teacher
Parent	Marie Herrera	Parent
Parent	Rachel Rodriguez	Parent
Non-classroom Professional	Mary Harder	School Counselor
Non-classroom Professional	Ileana Castillo	Librarian
SPED Teacher	Cecilia Avila	SPED Teacher

# Campus Funding Summary

<b>199 - General</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
2	9	2			\$200.00
3	5	1			\$200.00
4	2	1			\$200.00
4	3	1			\$100.00
4	4	1			\$100.00
5	1	1			\$200.00
5	2	1			\$100.00
5	4	1			\$100.00
<b>Sub-Total</b>					<b>\$1,200.00</b>
<b>199 - General Fund: SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$152,000.00
2	1	5			\$8,000.00
2	2	2			\$3,000.00
<b>Sub-Total</b>					<b>\$163,000.00</b>
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$5,000.00
2	1	2			\$5,000.00
2	1	3			\$3,000.00

2	1	5			\$15,000.00
2	1	6			\$2,000.00
2	1	7			\$5,000.00
2	2	1			\$5,000.00
2	2	2			\$3,000.00
2	3	1			\$3,000.00
2	4	1			\$2,000.00
2	5	1			\$2,000.00
2	5	2	Desktop Computers		\$20,000.00
2	6	1			\$1,000.00
2	7	1			\$2,000.00
2	8	1			\$500.00
2	9	1			\$500.00
2	10	1			\$10,000.00
2	10	2	Nearpod License		\$5,500.00
3	1	1			\$10,500.00
3	1	2	Professional development		\$5,000.00
3	2	1			\$500.00
4	1	1			\$200.00
4	1	2			\$600.00
5	1	1			\$1,200.00
5	3	1			\$700.00
<b>Sub-Total</b>					\$108,200.00
<b>224 - IDEA A, SPED</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	5			\$2,000.00
2	4	1			\$1,000.00
2	5	1			\$2,000.00

2	5	2	Desktop Computers		\$2,000.00
2	6	1			\$1,000.00
3	2	1			\$200.00
3	4	1			\$500.00
<b>Sub-Total</b>					\$8,700.00
<b>263 - Title III, Part A (Eng. Lang. Acq.)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	5	2	Desktop Computers		\$3,500.00
<b>Sub-Total</b>					\$3,500.00
<b>199 - General Fund: Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1			\$5,000.00
2	1	5			\$5,000.00
2	4	1			\$1,000.00
2	7	1			\$2,000.00
3	2	1			\$300.00
3	3	1			\$500.00
<b>Sub-Total</b>					\$13,800.00
<b>199 - General: Gifted and Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	9	1			\$500.00
<b>Sub-Total</b>					\$500.00
<b>Grand Total</b>					\$298,900.00