

Socorro Independent School District

Campestre Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: August 21, 2018

Public Presentation Date: August 21, 2018

Mission Statement

Campestre Elementary is committed to ensure our learners achieve personal success, develop strong moral character, and become leaders by engaging each student through rigorous learning experiences.

Vision

Tomorrow's Leaders Learning Today

Board Members and Superintendent

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary: In summary, Campestre faculty needs to continue to grow professionally, improve their craft as a result of professional development . We will continue to strive for further growth in reading, writing, and science. This is essential in order to provide the highest level of academic achievement possible for all students.

From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2016-2017 STAAR data reveals that our Special Education students score below other student groups in 4th grade Reading. Only 15% of our Special Education students passed their 4th grade Reading STAAR. The root cause is the need for improved structures and strategies to provide support, accommodations, acceleration, and interventions for Special Education students.
2. 2016-2017 STAAR data reveals our Reading scores dropped significantly 4th. They dropped -17% from 68% in 2016 to 52% in 2017.

Demographics

Demographics Summary

Campestre Elementary School is one of 49 campuses in Socorro Independent School District. Campestre opened its doors in 1985 and serves predominantly economically disadvantaged families. Campestre serves 587 students in grades PK to 5. The graphics below identifies the student population which currently consists of the following:

Student Demographics (2017 - 2018)	Count	Percent
Gender		
Female	281	47.87%
Male	306	52.13%
<hr/>		
Ethnicity		
Hispanic-Latino	575	97.96%
<hr/>		
Race		
American Indian - Alaskan Native	8	1.36%
Asian	0	0.00%
Black - African American	<u>3</u>	0.51%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>0</u>	0.00%
Two-or-More	<u>1</u>	0.17%

Our student population is primarily Hispanic-Latino at 97.96% and American Indian at 1.36%.

The purpose of this plan is to outline and build accountability for the highest quality instruction through research-based strategies and best practices in instruction. Campestre teachers plan and align their instruction and assessments in an effort to meet the needs of all their students. Campestre uses different assessments data in order to determine strengths and weaknesses. Our SIT (School Improvement Committee) met to review and identify areas of weaknesses and strengths in our plan.

Demographics Strengths

Campestre has 92.67% Economically Disadvantaged population affording us the opportunity to operate as a school-wide Title I campus.

The staff population is 0% African-American, 0% Anglo, 0% Asian, 100 % Hispanic, with an average of 8.3 years of experience. Our campus currently has campus staff stability, which demonstrates the commitment to the community.

The overall mobility rate for the campus is approximately 15.6%. The average daily attendance rate for students is 97.09%. Our campus attendance rates are reviewed daily. Our prekindergarten and kindergarten student absences far exceed that of the other grade levels. Campestre will work to improve attendance in both grades. Prek classes will continue to be full day in 2018-19, so that should assist attendance. Our campus considers attendance a major indicator of student success, this year we had a small increase, but will continue to strive for improvement and to reach our goal of 98.0%.

Student Academic Achievement

Student Academic Achievement Summary

Campestre faculty and staff work diligently to implement best practices to support our campus needs. Tutoring began early in the year to ensure interventions increase students' academic skills. Students are provided tutorials (in school, before school, and after school) through interventions and differentiated instruction. In the lower grades (Pk-4th), the campus is organized as self-contained classrooms. In the upper grades (5th) the classes are departmentalized. The team consists of one teacher teaching language arts and social studies and the other teacher teaching mathematics and science. Data sources include: CPALLS & Istation Math (Prek), Istation Reading, Milestones, ,TELPAS,9-week assessments (K-2), Fall/Spring Benchmarks, STAAR, TELPAS

Our scores are as follows:

2017-2018 TELPAS Composite Ratings

Grade Level Total tested Beginning Intermediate Advanced Advanced High

- Kinder
- 1st
- 2nd
- 3rd
- 4th
- 5th

The percentage of students that progressed at least one proficiency level from 2017 to 2018 are as follows:

- 1st grade %
- 2nd grade %
- 3rd grade %
- 4th grade %
- 5th grade %

KG District Writing Initiative 2017-2018

Total Students	Satisfactory	Masters
68	67.65%	22.06%

1st District Writing Initiative 2017		
Total Students	Satisfactory	Masters
83	67.47%	26.51%
2nd District Writing Initiative 2017		
Total Students	Satisfactory	Masters
80	58.75%	8.75%
3rd District Writing Initiative 2017		
Total Students	Satisfactory	Masters
96	52.08%	14.58%
5th District Writing Initiative 2017		
Total Students	Satisfactory	Masters
112	67.86%	23.21%

Campestre students did not perform as well in the district writing initiative. We currently have a writing block where the entire campus focuses on writing but will now add a vertical alignment writing team that will look at the writing.

2017-2018 Kinder EOY TCM

Total Students	Satisfactory	Masters
68	97.06%	66.18%
1st EOY TCM		
Total Students	Satisfactory	Masters
86	90.7%	66.47%
2nd EOY TCM		
Total Students	Satisfactory	Masters
80	90%	37.5%

Istation Grade Level Tier 1 Tier 2 Tier 3

Grade PreK	45%	43%	12%
Grade K	62%	19%	19%
Grade 1	74%	13%	13%
Grade 2	73%	14%	14%

2017-2018 STAAR

3rd	Math	Reading
	94.9%	91.8 %

We will continue to work towards improving our Reading skills.

2017-2018 STAAR

4th Grade	Math	Reading	Writing
	79.7%	82.4 %	68.5 %

Our 4th grade Math scores dropped compared to last year from 84.8% to 79.7%. Our data indicates we need to continue to work on our Math skills in 4th grade. Teachers will receive professional development throughout the year during our PLC's. Our Reading scores in 5th grade dropped from 80.5% to 78.9%. A reading structure was identified so every classroom includes a Balanced Literacy structure in their classrooms. Our Writing scores increased from last year 62.9% to 68.5% but we continue to need additional support. Our Writing Initiative scores for the lower grades indicate we need to focus on Writing across the grade levels. A scope and sequence will be developed for teachers to follow in order to align our Writing and Reading instruction. Since K-3 grade teachers received Johnny Can Spell training, we will ensure JCS instruction is built-in the Reading block. Students will be closely monitored in Reading and Writing during our 3-week data talks in order to help close the achievement gap. Science TEKS will be identified and focused on in the Jr. Science lab to provide students the vocabulary and hands-on experiences they need to be successful in STAAR.

2017-2018 STAAR

5th Grade	Math	Reading	Science
	96.3%	79.7%	76.6%

Student Academic Achievement Strengths

Our math results for grades k-2 indicate our students are performing well and have a strong foundation. We will continue to look at Math TEKS during planning to clarify any skills that might be giving our students trouble.

Our overall STAAR Reading scores increased for 2017-2018 school year by 10.44% from 68.7% to 84.3%. Our Reading scores also increased from 88.6% to 91.5%. We will continue to work on our Reading as it has been an area of need for the last couple of years. Overall, our teachers and students worked hard to improve in all areas. We will strive to increase our scores and close the achievement gaps across the grade levels.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: At Campestre Elementary School our current 4th grade students achieved only a 68.5% passing in the Writing STAAR during the 2017-2018 school year. **Root Cause:** Teachers do not track the progress of struggling students and the effectiveness of these intervention strategies.

Problem Statement 2: At Campestre Elementary School current 5th grade students performed at a 78.9% passing rate on the Reading STAAR in the 2017-2018 school year. **Root Cause:** Teachers do not track the progress of struggling students and the effectiveness of these intervention strategies.

Problem Statement 3: At Campestre Elementary School current 5th grade students performed at a 76.6% passing rate on the Science STAAR in the 2017-2018 school year. **Root Cause:** The campus does not administer Writing and Science assessments in the non-testing grades.

School Processes & Programs

School Processes & Programs Summary

All teachers received training during each of the ½ day professional development days afforded to staff by the district calendar. Faculty meetings always included a strategy that teachers could implement in their classrooms immediately such as vocabulary development games or reading strategies. All professional development and teacher meetings also focused on establishing a strong teacher-student relationship. Teachers also received training to help guide instructional decisions based on data. Administration conducted walkthroughs throughout the year and provided meaningful feedback. The walkthroughs provided administration to look at the various classrooms and see what instruction looked like in the various grade levels. Instructional aides also received training so they can support student learning.

Systems were set to make the most out of the time teachers spent with students. A 45 minute team planning for teachers each week was created to provide teachers the opportunity to analyze data and target different areas. Students class rotation included PE, computer/technology, counseling session, library, to include our PE staff. Response to Intervention meetings were held to provide not only instructional support and intervention for students but for teachers as well. There has been a focus on teacher accountability during RtI meetings. All teachers used Empowering Writers to teach writing at Campestre. Writing continues to be an area of need. In an effort to promote writing, a school wide writing block was implemented. All grade levels will have a common writing time from 8:45 am to 9:30 am. The fourth grade writing block will be an extended amount of time. Our SCE-I Coach will continue to model lesson for teachers, as needed.

Lower grade (k-2) teachers will use Really Great Reading to help support the early reading skills our students need to be successful readers. Really Great Reading will continue to be used to provide Dyslexia services to those students identified. Teachers were trained on Johnny Can Spell and it will be used for their core instruction.

Teacher aides were hired to work with students in Tier I or Tier II while teachers worked with Tier III students. Identified dyslexic students were served during Cobra Academy four times each week.

SPED students receive services through different structures. We promote the co-teaching model since it is the least restrictive; however, we also offer instruction in a specialized support setting for those students who benefit from that structure. Students from our Self-Contained Academic unit are mainstreamed according to their needs. Throughout the school year students were involved in analyzing their Istation and/or state assessment data. Students used this data to build awareness of their performance and to communicate with their parents at student-led conferences. Our speech therapist provides speech services for students that are eligible for the services.

The school counselor held individual, group, and whole class counseling sessions. Support staff was assigned at-risk students to mentor based on academic and/or social needs. These individuals meet periodically and offered support, guidance or simply met to discuss other needs a student might have.

Our GT program was a pull-out program that serves student Friday's during Cobra Academy. GT coordinator focused on different areas every nine-weeks. Students also participated in the district's GT showcase.

In addition to all the academic gains we are also very proud of the activities and partnerships we have had throughout the year. We also feel that it is crucial to provide our students with all the experiences we possibly can to have well rounded individuals. These have motivated students to do their best and contribute to students' self-esteem, cultural sensitivity, appreciation for the arts, developing social skills and gearing them to college and career readiness.

- Campestre was the first and only school in the region to partner up with EPCC to establish college bound mentality. All students went to experience college life at EPCC during field trips.
- Campestre was the first campus to offer the Little Free Library to the community.
- All 5th grade students attended the symphony.
- In an effort to recognize and have students appreciate the cultural diversity at Campestre we celebrated 16 de septiembre. Tigua members also presented on the Tigua history and the stories behind each dance. Students were also treated to a taste of the delicious Tigua bread.
- All grade levels went on a field trip to various destinations.
- Students took part in Veteran's Day and Earth Day.
- Campestre students had the opportunity to participate in different clubs: Art, Music, Robotics, and Chess Club.
- Students were also treated to a unique experience at the end of the year. Students participated in field day. The field day consisted on a zip-line, race track, an obstacle course, various slides and rock climbing.

Our School-wide Title I program consists of parental involvement activities, extended day, week, and year for Math, Reading, Writing, and Science interventions, professional development in core content areas, and 2 instructional aides. Our State Compensatory Program (SCE) consist of an Instructional Coach. Title III funds two additional Temporary Instructional Aides. Funding also allowed us to hire substitutes to provide staff development and/or coaching. Teacher aides were hired to work with students in Tier I or Tier II while teachers worked with students in Tier III. Identified dyslexic students were served during this time as well four times each week. We also feel that it is crucial to provide our students with all the experiences we possibly can to have well rounded individuals. These have motivated students to do their best and contribute to students' self-esteem, cultural sensitivity, appreciation for the arts, developing social skills and gearing them to college and career readiness. SPED students receive services through different structures. We promote the co-teaching model since it is the least restrictive; however, we also offer instruction in a specialized support setting for those students who benefit from that structure.

Teachers attend data meetings on a weekly basis to discuss data and create a plan of intervention for those students that do not demonstrate mastery of the TEKS. Formative and summative data is used to determine student success.

Campestre is committed to develop 21st Century learners. Our mission is to support our students' learning achievement by developing, designing and integrating technology in an effective way. During the 2018-2019 school year, our faculty will participate in professional development that will continue to focus on the 4 C's (communication, collaboration, critical thinking and creativity) that are needed for a 21st century learner. With ongoing support, teachers will implement these best practices quarterly.

School Processes & Programs Strengths

Our teacher retention is not of major concern. Our campus does not lose too many teachers, which demonstrates the commitment to the community.

Campestre Elementary is excited to announce we will continue to participate in the WIN Academy. Our school continues to have the opportunity to receive instruction from one of our own teachers in an extended day Monday-Thursday. These teachers are 100% committed to help our students succeed. They are "Leaders in Education Reform", and will receive additional resources, specific professional development, and additional instructional guidance from District personnel. Our students will catch up and excel academically. This academy gives students unprecedented services and support to ensure they excel in the classroom and are college and career ready. Campestre will continue to "Work hard, I can do it attitude, Never give up" as we enter our fourth year in the academy.

Campestre utilized an array of strategies to engage our parents. Family nights, open house and parent sessions helped our community support the campus. Communication was maintained throughout the year through newsletters, all-calls, and through social media, which helped build positive relationships.

Campestre has two computer labs and 2 C.O.W.S. (Computer on wheels) one with iPads and one with surface tablets. Our 4 WIN classes have laptops for individual students to use in their classrooms. Every classroom has a new projector and at least two computers per classroom for student use and an additional one for teacher use.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2017-2018 Campestre Elementary School resources and personnel have not been dedicated to the non-testing grades.

Root Cause: funding has been focused primarily on testing grades

Problem Statement 2: During the 2017-2018 Campestre data indicates lower-grade students continue to struggle in Reading. **Root Cause:** tutoring opportunities are not afforded to these students

Perceptions

Perceptions Summary

All faculty, staff and students have received training on EOP drills and EOP procedures. All guests must present valid id before entering our campus. Teachers have worked extensively with students on what to do on various scenarios to include intruders, adults in the student restrooms and EOP drills. Both students and parents feel comfortable reporting possible bullying situations and we work to remedy any instances of bullying so that students feel safe in our school. We are a PBIS campus that acknowledges good behaviors to help with student behaviors. Teachers received professional development to ensure proper implementation of this initiative. Our counselor had monthly lessons on character traits to help our students make better choices and treat each other with respect. We continued to focus on the Olweus lessons to help students learn about each other and respect their differences. We also continued to make improvements and work with staff, students and parents so that our school continues to be a safe and inviting place where students can learn. We will focus on SEL lessons during its designated times and will embed lessons when needed in the classrooms/during counseling sessions.

Our office referrals indicates Campestre students do not always treat others with respect. Students indicate their peers are mean at times and they want everyone to respect each other and get along.

Perceptions Strengths

Teachers, students, and staff are prepared for the different scenarios that could possibly occur.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: During the 2017-2018 the campus office referrals indicates students do not always treat others with respect. **Root Cause:** there is a need to implement SEL lessons campus wide

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

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 21, 2018

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, Campestre Elementary will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: 100% of stakeholders feel safe and school and school events

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Visitors will sign-in at the front office and will have to present identification to enter school. Check-in system will run their identification through the national sex offender registry.		Front office clerk	Sign-in sheets Observation of procedures, District intruder reports			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 2018-2019 school year, the number of bullying-related incidents reported at Campestre Elementary will decrease from 5% to 0%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will have weekly class meetings with students. A designated time for Olweus and SEL will be implemented campus wide.	2.4, 2.6	Administration, Counselor	Olweus class meetings, walkthroughs, SEL lesson plans Bullying reports			
	Funding Sources: 211 - Title I, Part A - 1500.00					
 = Accomplished  = 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 2018-2019 school year, the total number of disciplinary incidents at Campestre will decrease from 25 to 15.

Evaluation Data Source(s) 3: Discipline incidents will decrease to 20

Summative Evaluation 3:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will continue to receive training on Positive Behavioral Interventions & Supports to ensure proper implementation and students will be acknowledged for meeting the expectations.	2.4, 2.6	Counselor	Sign-in sheets Decrease discipline referrals			
	Funding Sources: 199 - General - 0.00					
2) Cobra Dads & Cobra Moms will be implemented to provide additional supervision is in place for students.	2.4, 2.6	Parent Liaison	Sign-in sheets Decrease number of referrals			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 4: For the 2018-2019 school year, Campestre Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 4: 100% of safety audits and drills will fulfill the requirements

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will continue to implement and develop emergency drill lesson plans to prepare students for various scenarios. Faculty and staff will continue to work together to ensure everyone is prepared for emergency scenarios.		Administration	lesson plans, emergency drills, walkthroughs emergency drills, intruder reports, student awareness			
	Funding Sources: 199 - General - 0.00					
 = 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 1: For the 2018-2019 school year, Campestre Elementary will increase state assessment scores in Reading at Masters Grade Level from 21.0% to 40.0%.

Evaluation Data Source(s) 1: Increase masters Reading scores to 40%

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will receive training in Reading strategies to support all learners.	2.4, 2.6	Administration, SCEII coach	Training sign in sheets Walkthroughs, lesson plans, intervention groups, RtI referrals			
	Funding Sources: 199 - General - 0.00					
2) Provide teachers with research based materials, STAAR preparation materials and resources for interventions to include classroom materials such as manipulatives, visuals, and classroom supplies. Technology equipment such as projectors, computers, laptops, thin clients, and all peripherals will be purchased as needed. Will also provide online resources such as subscription like storybooks,, LEXIA, STEMScopes, and Achieve 3000.	2.4, 2.6	Administration, SCEII coach	walkthroughs, lesson plans			
	Funding Sources: 211 - Title I, Part A - 35126.00, 263 - Title III, Part A (Eng. Lang. Acq.) - 14250.00					
3) Provide after school tutoring Tuesdays and Thursdays to focus on students needs.	2.4, 2.5, 2.6	Administration	Tutoring rosters, STAAR scores			
	Funding Sources: 199 - General Fund: SCE - 4153.00					
4) Implement Accelerated Reader (AR) Program campus wide.	2.4, 2.6	Librarian, Administration	AR Reports, classroom data/charts, Improved reading assessment scores			
	Funding Sources: 199 - General - 0.00					
5) Campus will provide necessary materials to improve AVID in 4th & 5th grade classroom to include posters and other instructional curriculum materials. License fees will be paid on a yearly basis.	2.4, 2.6	Administration, AVID Coordinator	Walkthroughs data meetings			
	Funding Sources: 211 - Title I, Part A - 3295.00					

6) Provide teachers with supplies to keep data analysis binders in order to keep data at hand to better implement and develop interventions for students.	2.4, 2.5, 2.6	Administration, SCEI coach	Binders checks, walkthroughs, RTI			
	Funding Sources: 199 - General - 200.00					
7) Host a Reading Night where teachers will prepare Reading activities for students to engage in with their parents.	2.5, 3.2	SCEI coach, Administration,	Sign-in sheets, STAAR scores			
	Funding Sources: 199 - General - 0.00					
8) Provide wide variety of updated books in library to engage students in reading.	2.4, 2.6	Administration, Librarian	Classroom data/charts Improved Reading scores			
	Funding Sources: 211 - Title I, Part A - 3000.00					
9) Provide snacks for students attending Saturday school	2.4, 2.5, 2.6	Administrator	Sign in Sheets			
	Funding Sources: 211 - Title I, Part A - 500.00					
10) Provide end of year awards to students	2.4, 2.6	Administrator, Counselor	STAAR scores, report card			
	Funding Sources: 211 - Title I, Part A - 3107.50					
= 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, Campestre Elementary will increase the state assessment scores in Writing at Masters Grade Level from 9.6% to 15%.

Evaluation Data Source(s) 2: Increased Writing Masters scores to 15%

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All teachers will continue to receive additional training and supplemental preparation supplies in Writing to obtain campus wide alignment.	2.4, 2.6	Administration, SCEI Coach	Training sign-in sheets Walkthroughs, lesson plans, interventions			
	Funding Sources: 211 - Title I, Part A - 2700.00					
2) Campus wide writing block will continue to be implemented to promote writing and provide teachers feedback.	2.4, 2.6	Administration, SCEI coach	Walkthroughs, lesson plans, teacher schedules, improved student performance on STAAR			
	Funding Sources: 199 - General - 0.00					
3) Implementation of a school wide writing plan where each student is to have one final draft composition developed by the end of each nine weeks.	2.4, 2.6	Teachers, SCEI coach	Improved Writing in Campus, District and State Assessments, improved writing skills			
	Funding Sources: 199 - General - 0.00					
= 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, Campestre Elementary will increase student state assessment Masters Grade Level scores in Mathematics from 32.7% to 40%.

Evaluation Data Source(s) 3: Increased our Masters Mathematics scores to 40%

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide supplemental material to include test preparation materials, math manipulatives and online resources.	2.4, 2.6	Administration, SCEI coach	Walkthroughs, lesson plans			
	Funding Sources: 211 - Title I, Part A - 6500.00					
2) Provide after school tutoring Tuesdays & Thursdays to focus on students needs.	2.4, 2.5, 2.6	Administration	Tutoring rosters/sign-in sheets, improved Math scores			
	Funding Sources: 199 - General Fund: SCE - 4153.00					
3) Provide support for 9-week Math planning. Teachers will ensure clarity on Math TEKS.	2.4, 2.6	SCEI coach, Administration	Sign-in sheets, classroom walkthroughs, observations			
	Funding Sources: 199 - General - 0.00					
4) Host a Math Night where teachers will prepare Math activities for students to engage in with their parents.	2.5, 3.2	SCEI coach, Administration	Sign-in sheets, STAAR scores			
	Funding Sources: 199 - General - 0.00					
= 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, Campestre Elementary will improve its student state assessment scores in Science from 76.6% to 90%.

Evaluation Data Source(s) 4: Increased Science scores to 90%

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide supplemental materials for science to include test preparation materials, technology like brainpop/stemscopes/united streaming, and hands on materials to enhance science instruction.	2.4, 2.6	SCEI coach, Administration	Walkthroughs, lesson plans, STAAR			
	Funding Sources: 211 - Title I, Part A - 6500.00					
2) Host a Science Night where teachers will prepare Science experiments for students to engage in with their parents.	2.5, 3.2	SCEI coach, Administration	Sign-in sheets, STAAR scores, Science lab sign-in sheet			
	Funding Sources: 199 - General - 0.00					
3) Create a Science lab so students will work on hands-on lessons.	2.4, 2.5, 2.6	Administration, SCEI Coach	Lesson plans, walkthroughs, Lab use, STAAR Science scores			
	Funding Sources: 199 - General - 0.00					
= 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, Campestre Elementary will increase the state assessment scores in all content areas for our At-risk students to include WIN by 5%.

Evaluation Data Source(s) 5: Increased scores by 5% in all content areas

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide a Bilingual Temporary Aide, one At-Risk Aide, one Instructional Aide, and two additional aides to assist with interventions for students needing additional support. Provide WIN Students access to color printer to print projects as needed.	2.4, 2.5, 2.6	Administration	Rtl logs, State Compensatory Ed. Logs, Walkthroughs Increased student performance on Campus assessments, Benchmarks, increased monthly Istation results			
	Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 26000.00, 211 - Title I, Part A - 21618.00, 199 - General Fund: SCE - 0.00					
= 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, Campestre Elementary will increase the state assessment scores in all content areas for our Bilingual students by 5%.

Evaluation Data Source(s) 6: Increased scores by 5% in all content areas

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will document student interventions in Eduphoria/Arms. Progress will be monitored by Rtl team.	2.4, 2.6	Teachers, Rtl team	Intervention Logs Increase in Tier 1 students			
Funding Sources: 199 - General - 0.00						
2) Provide a Bilingual Temporary Aide, one At-Risk Aide, one Instructional Aide, and two additional aides to assist with interventions for students needing additional support.	2.4, 2.5, 2.6	Administration	Rtl logs, State Compensatory Ed. Logs, Walkthroughs Increased student performance on Campus assessments, Benchmarks, increased monthly Istation results			
Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 26000.00, 211 - Title I, Part A - 21618.00, 199 - General Fund: SCE - 0.00						
PBMAS 3) Campus will create 3,6,& 9 week mini writing assessments.		Administration	Writing STAAR scores will improve			
Problem Statements: Student Academic Achievement 1						
= Accomplished = No Progress = Discontinue						

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: At Campestre Elementary School our current 4th grade students achieved only a 68.5% passing in the Writing STAAR during the 2017-2018 school year. Root Cause 1: Teachers do not track the progress of struggling students and the effectiveness of these intervention strategies.

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, Campestre Elementary will increase the state assessment scores in all content areas for our Special Education students by 8%.

Evaluation Data Source(s) 7: Increased scores by 8% in all content areas

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will document student interventions in Eduphoria/Arms. Progress will be monitored by RtI team.	2.4, 2.6	Teachers, RtI team	Intervention Logs Increase in Tier 1 students			
	Funding Sources: 199 - General - 0.00					
2) All sub-populations will be placed with highly qualified staff such as teachers that are GT certified, Sp. Ed and/or bilingual.	2.4, 2.6	Administration	Class rosters, Teacher certification walkthroughs, benchmarks			
	Funding Sources: 199 - General - 0.00					
PBMAS 3) Provide Science support facilitation for 4th graders.		Sped teachers, administration	Science support will begin earlier for 4th graders.			
	Problem Statements: Student Academic Achievement 3					
= Accomplished = No Progress = Discontinue						

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 3: At Campestre Elementary School current 5th grade students performed at a 76.6% passing rate on the Science STAAR in the 2017-2018 school year. Root Cause 3: The campus does not administer Writing and Science assessments in the non-testing grades.

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: By the end of May 2019, 100% of Campestre Elementary students will be exposed to 20 Colleges.

Evaluation Data Source(s) 8: Students will know about 20 colleges

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will be exposed to the various careers during college Gen-Tx week and career week.	2.5	Administration, Counselor	Planning meeting sign-in sheets College Go Get It Week & Career Week			
	Funding Sources: 199 - General - 0.00					
2) Students will learn about all six endorsements and identify the different careers.	2.5	Counselor, Administration	Sign-in sheets Career awareness			
	Funding Sources: 199 - General - 0.00					
3) WIN teachers will use CCSparks to learn about different careers.	2.5, 2.6	WIN teachers, Counselor	Weekly meetings, Career Awareness			
	Funding Sources: 199 - General - 0.00					
= 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 9: For the 2018-2019 school year, Campestre Elementary will increase the state assessment scores in all content areas for our Migrant students by 5%.

Evaluation Data Source(s) 9: Increased scores by 8% in all content areas

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will document student interventions in Eduphoria/Arms. Progress will be monitored by Rtl team.	2.4, 2.6	Teachers, Rtl team	Intervention Logs Increase in Tier 1 students			
Funding Sources: 199 - General - 0.00						
PBMAS 2) Meet with teachers that currently serve migrant students to discuss areas of need and strengths.		Administration, SCEI and teachers	Improved STAAR scores.			
Problem Statements: Student Academic Achievement 2						
PBMAS 3) PEIMS clerk will notify administration and SCEI when a migrant student registers.		SCEI	Migrant students will be monitored and will receive support needed.			
Problem Statements: Student Academic Achievement 2						
= Accomplished = No Progress = Discontinue						

Performance Objective 9 Problem Statements:

Student Academic Achievement
Problem Statement 2: At Campestre Elementary School current 5th grade students performed at a 78.9% passing rate on the Reading STAAR in the 2017-2018 school year. Root Cause 2: Teachers do not track the progress of struggling students and the effectiveness of these intervention strategies.

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, Campestre Elementary will increase the state assessment Masters level for our GT students by 5%.

Evaluation Data Source(s) 10: Increased Masters level % for GT students

Summative Evaluation 10:



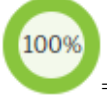
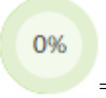

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Top 10% 4th and 5th graders will participate in NEHS to expose them to High School & College.	2.5	Counselor	NEHS participation			
	Funding Sources: 199 - General - 200.00					
2) Purchase material & needed resources for GT students.	2.4, 2.5, 2.6	GT Coordinator	Sign-in sheets,GT showcase			
= 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, our faculty will participate in professional development that will continue to focus on the 4 C's (communication, collaboration, critical thinking and creativity) that are needed for a 21st century learner. With ongoing support, teachers will implement these best practices quarterly.

Evaluation Data Source(s) 11: Purchase and use of technology

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Technology equipment such as projectors, computers, laptops, thin clients, and all peripherals will be purchased as needed. Online resources will also be provided.	2.4, 2.6	Administration, SCEI coach	Purchase of equipment, 21st century learners, sign-in sheets			
Funding Sources: 211 - Title I, Part A - 4000.00						
 = 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 1: For the 2018-2019 school year, 80% of teachers being evaluated will be at the proficient level as measured by TTESS.

Evaluation Data Source(s) 1: 80% of teachers will be at the proficient level as measured by TTESS

Summative Evaluation 1:



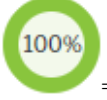


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will receive training based on individual teacher need.	2.4	SCEI coach	Teacher reflections, walkthroughs, lesson plans, improved instructional practices, student achievement			
	Funding Sources: 211 - Title I, Part A - 200.00					
2) Provide opportunities for novice teachers to observe master teachers.	2.4	Administration	Observation summary reports, Walkthroughs			
	Funding Sources: 199 - General - 0.00					
= 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, Campestre will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: 100% of teachers will be highly qualified

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will receive training in various content areas to increase teacher effectiveness to include AVID conference, SEL, SIOP, Johnny Can Spell.	2.4, 2.6	SCEI coach	Sign-in sheets Walkthroughs, lesson plans, student achievement			
Funding Sources: 211 - Title I, Part A - 51000.00						
 = 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, Campestre Elementary administrators will provide an opportunity for all teachers to attend a minimum of 5 Professional Development workshops or trainings.

Evaluation Data Source(s) 3: 5 professional development PDs will be provided

Summative Evaluation 3:

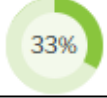
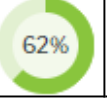
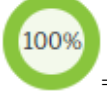
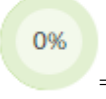

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) SCEI Coach will support teachers and provide PD.	2.4, 2.6	SCEI coach, Administration	SCEI coach logs, walkthroughs & sign- in sheets Administration walkthroughs			
	Funding Sources: 211 - Title I, Part A - 2000.00					
2) District Technologist will provide PD every 9-weeks on the Technology focus for the 9-weeks.	2.4	Administration,Technologist	Sign-in sheets, walkthroughs on implementation			
	Funding Sources: 199 - General - 0.00					
3) Will provide ideas/strategies from the books The Reading Strategies and The Writing Strategies during What's Up Wednesday's.	2.4, 2.6	Administration,SCEI	Sign in sheets, walkthroughs on implementation			
	Funding Sources: 211 - Title I, Part A - 260.00					
= 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: During the 2018-2019 school year, Campestre Elementary will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: Scientifically research-based programs, material, and resources will be purchased

Summative Evaluation 4:


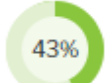



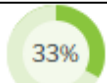
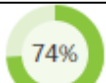


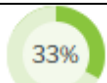
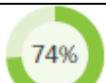
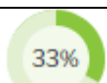
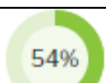
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Resources, materials and programs will be provided to support PD.	2.4	Administration, SCEI coach	Teacher materials available, Walkthroughs, lesson plans			
	Funding Sources: 199 - General - 0.00					
 = 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: During the 2018-2019 school year, Campestre Elementary will actively engage parents in the education process by offering a minimum of 10 opportunities to attend meetings and gatherings that will focus on improving academics and behavioral success of students and attendance.

Evaluation Data Source(s) 1: A minimum of 10 opportunities to attend meetings will be offered

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Offer training sessions for parents at least twice a month based on parent survey and campus instructional needs.	3.1, 3.2	Parent Liaison	Session agendas, parent surveys, sign-in sheets			
2) Employ a Title I funded Parent Liaison to provide opportunities for parents to participate in Reading, Science, and Math nights, Open House.	3.1, 3.2	Administration	Agendas, Sign-in sheets, Increased parental participation at school activities & events			
Funding Sources: 199 - General - 0.00						
3) Refreshments and materials will be provided to help promote attendance in various activities designed for parents: Family Frameworks, books studies, educating parents on demands of STAAR, Reading, Math and Writing activities, family nights and technology sessions.	3.2	Parent Liaison	Agendas, sign in sheets, increased parental participation at school events			
Funding Sources: 211 - Title I, Part A - 500.00						
4) Provide parent Liaison with necessary supplies to be able to present and prepare trainings.	3.1, 3.2	Administration	Agendas, Sign- in Sheets Attendance			
Funding Sources: 211 - Title I, Part A - 1317.00						
5) Offer Coffee With The Principal sessions to promote parental involvement.	3.2	Parent Liaison, Administration	Sign-in sheets, increase of parental involvement			
Funding Sources: 199 - General - 0.00						
6) Parent Liaison will promote and train parents on ways to support Reading, Writing and Math at home.	3.1, 3.2	Parent Liaison	Sign-in sheets, student benchmarks			

7) Counselor will lead Latino Family Literacy and recruit parents to participate.	3.2	Counselor	Sign-in sheets, parent participation			
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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, Campestre Elementary will increase the number of notifications, sent home by sending a monthly newsletters, a monthly calendar, and send out monthly all calls to all parents.

Evaluation Data Source(s) 2: Monthly newsletters, calendar and all calls will be sent to all parents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide monthly newsletters to parents with general school information, announcements about our students' accomplishments and information about campus goals.	3.1	Administration, Parent Liaison	Copies of newsletters, newsletters on Campus website Parental awareness of school activities			
	Funding Sources: 199 - General - 0.00					
2) Provide information to parents on upcoming events, school information or invitation through school website, marquee, and global calls.	3.2	Administration	Marquee, number of views on website, number of global calls, increased parental awareness of school activities			
	Funding Sources: 199 - General - 0.00					
= 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: By the end of the 2018-2019 school year, Campestre Elementary will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies from 3 to 4 partnerships.

Evaluation Data Source(s) 3: The number of partnership activities will increase to 4

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Partnership with EPCC will continue to expose students to a college setting.	2.4	Counselor	Field trip Agenda, partnership			
	Funding Sources: 199 - General - 960.00					
2) Promote partnership with Tribal community to support students that "Make it Count" and come to school daily.	2.4, 2.6	Counselor	Sign-in sheets for meetings			
	Funding Sources: 199 - General - 0.00					
= 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, Campestre Elementary will provide at least one customer service training to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Customer service will be provided to all employees

Summative Evaluation 4:



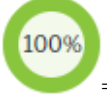


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide a customer service training for faculty and staff at the beginning of the year.		Administration	Welcoming environment for students, parents and community members, good first impressions, customer service survey			
	Funding Sources: 199 - General - 0.00					
2) Teachers will make positive phone calls, send positive notes or post card home every nine weeks.	2.4, 2.6	Teachers	Parent/teacher relationships, decreased number of parent complaints			
	Funding Sources: 199 - General - 0.00					
3) Kindergarten teachers, counselor and administration will provide a tour to the prekindergarten students that attend the Tigua prekindergarten classes. Students will learn about Campestre expectations and systems in order to prepare for the upcoming year.	2.4, 2.6	Administration	Sign-in sheets, student enrollment			
	Funding Sources: 199 - General - 0.00					
4) 5th grade teachers and Counselor will hold a transitional meeting for 5th graders moving on to middle school.	2.4, 2.6	Counselor	Sign-in sheet			
	Funding Sources: 199 - General - 0.00					
= 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, the attendance rate for all students at Campestre Elementary will increase from 97.14% to 97.5%.

Evaluation Data Source(s) 1: Attendance will increase to 97.5%

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Monthly, daily, and weekly student incentives will be awarded to increase overall school attendance.	2.4, 2.6	Counselor, Teachers & Administration	Student attendance will improve Monthly attendance reports			
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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, 100% of Campestre Elementary teachers at all grade levels will be trained on SEL.

Evaluation Data Source(s) 2: Teachers will be trained on SEL

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) SEL resources will be provided for all teachers to implement SEL lessons.	2.4, 2.6	Counselor, Administration	Walkthroughs, decreased office referrals			
= 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: During the 2018-2019 school year, 100% of Campestre Elementary teachers will be trained on C.H.A.M.P.S. program.

Evaluation Data Source(s) 3: 100% of teachers will be trained on the C.H.A.M.P.S. program

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Counselor will assign staff members students to mentor.	2.4, 2.6	Counselor	Sign-in sheets, Meeting documentation			
= Accomplished = No Progress = Discontinue						

State Compensatory

Budget for Campestre Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.104.30.80.998.6118	6118 Extra Duty Stipend - Locally Defined	\$26,000.00
199.11.104.30.18.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$98,554.20
199.11.104.30.80.000.6125	6125 Salary Support - Locally Defined	\$15,883.43
199.11.104.30.00.000.6129	6129 Salaries or Wages for Support Personnel	\$20,114.33
199.12.104.30.00.000.6129	6129 Salaries or Wages for Support Personnel	\$8,081.98
6100 Subtotal:		\$168,633.94

Personnel for Campestre Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carlos Rodriguez	WIN Teacher	SCE	.11
Cinthia Martinez	At-Risk Instructional Aide	SCE	1
Elias G. Rangel	WIN Teacher	SCE	.10
Elias Rangel Jr.	WIN Teacher	SCE	.10
Jessica Alvarez De La Torre	WIN TIA	SCE	1
Jorge Montelongo	CSR Teacher	SCE	1
Lizet Vasquez	SCEI-Coach	SCE	1
Monica Peralta	WIN Teacher	SCE	.11
Omega Ortiz	WIN TIA	SCE	1
Smyrna Alderette	Library Aide	SCE	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Olivas	TIA	Title I	1
Cynthia Herrera	Instructional Aide	Title I	1
Leticia Morales Rueda	Parent Liaison	Title I	1
Priscilla Luevano	TIA	Title I	1

Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Carmen Alaniz	Prek Teacher
Classroom Teacher	Miriam Sias	Kinder Teacher
Classroom Teacher	Josie Ramirez	1st Grade Teacher
Classroom Teacher	Krysta Garcia	2nd Grade Teacher
Classroom Teacher	Gloria Castillo	3rd Grade Teacher
Classroom Teacher	Irene Arango	4th Grade Teacher
Classroom Teacher	Paul Padilla	5th Grade Teacher
Classroom Teacher	Jacqueline Watters	Sped Teacher
District-level Professional	Terry Saldana	District Representative
Non-classroom Professional	Lizet Vasquez	SCEI
Non-classroom Professional	Maria Morales	Counselor
Administrator	Rosie Vasquez	Administrator

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
2	1	1			\$0.00
2	1	4			\$0.00
2	1	6			\$200.00
2	1	7			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	6	1			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	8	1			\$0.00
2	8	2			\$0.00
2	8	3			\$0.00
2	9	1			\$0.00
2	10	1			\$200.00
3	1	2			\$0.00
3	3	2			\$0.00

3	4	1			\$0.00
4	1	2			\$0.00
4	1	5			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$960.00
4	3	2			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
4	4	3			\$0.00
4	4	4			\$0.00
Sub-Total					\$1,360.00

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$4,153.00
2	3	2			\$4,153.00
2	5	1			\$0.00
2	6	2			\$0.00
Sub-Total					\$8,306.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$1,500.00
2	1	2			\$35,126.00
2	1	5			\$3,295.00
2	1	8			\$3,000.00
2	1	9			\$500.00
2	1	10			\$3,107.50
2	2	1			\$2,700.00

2	3	1			\$6,500.00
2	4	1			\$6,500.00
2	5	1			\$21,618.00
2	6	2			\$21,618.00
2	11	1		211.11.104.24.00.000.6399.2119A	\$4,000.00
3	1	1			\$200.00
3	2	1			\$5,100.00
3	2	1			\$5,100.00
3	2	1			\$5,100.00
3	2	1			\$5,100.00
3	2	1			\$5,100.00
3	2	1			\$5,100.00
3	2	1			\$5,100.00
3	2	1			\$5,100.00
3	2	1			\$5,100.00
3	2	1			\$5,100.00
3	2	1			\$5,100.00
3	3	1			\$2,000.00
3	3	3			\$260.00
4	1	3			\$500.00
4	1	4			\$1,317.00
Sub-Total					\$164,741.50

263 - Title III, Part A (Eng. Lang. Acq.)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$14,250.00
2	5	1			\$26,000.00
2	6	2			\$26,000.00
Sub-Total					\$66,250.00
Grand Total					\$240,657.50