

Socorro Independent School District
Hueco Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



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Public Presentation Date: August 21, 2018

Mission Statement

Hueco Elementary is committed to a partnership with our learning community to provide the best education possible to the children of our community through the acquisition of knowledge in all subjects, as well as through character development.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hueco Elementary School "Where Everyone Shines"

History & Demographics 2017-2018

Hueco Elementary School was established in 1983 as a Pre-kinder through 8th grade campus. It will be celebrating its 35th year for the upcoming 2017-2018 school year. The campus is now a Pre-Kinder through 5th grade Elementary school that serves predominantly economically disadvantaged & ELL families in the community of Socorro Independent School District. Fall PEIMS snapshot reported that Hueco Elementary served 543 PK-5th grade students during the 2017-2018 school year. During the 2016-2017 school year, Hueco served 569 students in grades Pre-K through 5th grade. This is a 26 student difference and a 4% decrease in student population. On average, Hueco Elementary has been losing about 4% of its student population over the last 8 years. On the last day of school, Hueco Elementary had in its enrollment, 519 students.

Our School-wide Title I program consists of parent involvement activities; extended day for math, reading, writing, and science; all subject professional development, and one curriculum coach. Our State Compensatory Program (SCE), consists of an academic coach training teachers in best practices for assisting at-risk students. Hueco Elementary offers remediation services during the school year to include Super School, After-School, Intersession and Summer School. We also offer a phonics lab to assist our students in reading. Instructional aide support for in school remediation for all LEP, At-Risk, and Tier 3 and Tier 2 students.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Istation, TCM, STAAR, CPALLS, Lexia, Attendance (students and staff), Discipline, and Climate Surveys.

The purpose of this plan is to provide the highest quality of instruction through research-based strategies and best practices instruction. Hueco Elementary teachers plan and align their instruction and assessments to meet the needs of all their students. This plan was created by Hueco Elementary administration and staff and reviewed and approved by our SIT (School Improvement Team).

Student Demographics (2017 - 2018 Student Data) Count Percent

Gender: 519 Total Students Enrolled June 1, 2017

Female	272	52.4%
Male	247	47.5%

Ethnicity		
Hispanic-Latino	514	99.12%
Race		
American Indian - Alaskan Native	<u>1</u>	0.18%
Asian	0	0.00%
Black - African American	<u>1</u>	0.18%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>2</u>	0.35%
Two-or-More	<u>1</u>	0.18%

Student by Program	Count	Percent
Bilingual	309	59.53%
English as a Second Language (ESL)	0	0.00%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	433	83.42%
Reduced Lunch Participation	57	10.9%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	9	1.07%
Special Education (SPED)	70	13.48%
Title 1 Participation	519	100.00%
Dyslexia	4	0.77%
Homeless Statuses		
Homeless Status Total	2	3.88%
Shelter	1	0.19%
Doubled Up	1	0.19%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Other Student Information (2017 - 2018)	Count	Percent
At-Risk	365	70.32%
Economically Disadvantaged	490	94.41%
Title I Homeless(*Special Notes*)	2	0.38%
Immigrant	3	0.57%
Limited English Proficient (LEP)	309	59.53%
Migrant	0	0.00%
Military Connected	13	2.5%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	52	10.01%

WIN Academy Participation: 2nd-5th Grade- 73 students

Demographics Strengths

Hueco Elementary will be celebrating its 35th year having first opened its doors in 1983 to the Socorro Community. Many members of the community have strong ties to the campus as generations of students have been a part of Hueco. Daily, one can find themselves having conversations with former students or employees of the fondness they have for Hueco as at one time, they crossed the halls of Hueco Elementary.

Hueco Elementary has a 94.41% Economically Disadvantaged Population affording us the opportunity to operate as a school-wide Title 1 campus. For the 2017-2018 school year, Hueco Elementary was identified as 1 out of 4 district schools and has qualified as a 100% Free Lunch School.

The staff population is 0% African-America, 0% Anglo, 0% Aian, 100% Hispanic, with an average of 10.3 years of experience. Although Hueco has enjoyed campus stability over the last few years, for the upcoming school year, Hueco will need to replace 5 teachers who have been hired to open the newest elementary in the district.

The overall yearly attendance rate for students for the 2017-2018 school year was 96.4%. There was a total of 33 discipline referrals for the 2017-2018 school year as compared to 29 referrals the previous year just in the "Fighting & Bullying" Category. Hueco Elementary considers attendance a major indicator of student success, Hueco had significance improvements during the Spring Semester after extensive parent education, home visits, parent conferences. Hueco will continue with the message of "Make It Count" and strive to reach its 98% Attendance goal for the upcoming school year.

Hueco Elementary's 2016 Accountability Rating is Met Standard. The school received the following Distinction Designations: Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness.

The overall yearly attendance rate for students is 96.99% and attendance rate for staff is 96.69%. Student incentives include Free dress passes when for the class after 10 days of perfect attendance. Once 5 attendance posters are collected, students get a pizza party. There are incentives for students who have perfect attendance for the 9 week period like Bahama Bucks party, movie and popcorn, s'mores treats. Students who have earned perfect attendance for the school year will have a pizza party and receive a perfect attendance t-shirt. Throughout the year, we select a time period for a student to have perfect attendance and earn Sunshine Bucks to trade for incentives during a school dance.

There is a total of 29 discipline event referrals for the 2015-2016 school year. For the 1st nine week period there were 5 discipline referrals for the 2016-2017 school year.

Hueco Elementary serves 288 (50.6%) English Language Learner students, 6 (1.05%) in the Gifted and Talented students, 21 (4%) students identified for 504 services, 49 (8.61%) Special Education students.

No students were withdrawn for homeschooling and 1 student was withdrawn for private school.

At Hueco Elementary, GT, Robotics teams, UIL teams have the opportunity to practice before, during, or after school. We promote participation at all times to increase student participation of all grade levels.

Our special programs are supported through instructional aides, At-risk aides, and SCE intervention coach on a daily basis. Their needs are aligned with the curriculum, intervention period, and all activities. Our effectiveness in assisting the progress and success of all our students comes from professional development provided throughout the year to all staff members, monitoring instructions, supporting and providing teachers and students will all resources necessary for instruction.

We are starting our third year of implementing AVID strategies and continue the certification process to become a certified AVID Elementary. As a school, these strategies assist students with becoming college and career ready. We have aligned organizational tools like agendas and binders for Kinder through 5th grade. Strategies are implemented during instruction and a daily scheduled time (3:00 - 3:15 p.m.) to prepare students for homework and the next day.

Our parents and community are notified of all events through notifications sent home, call outs, marquee messages, email, and text messaging. We welcome our parents to volunteer daily or participate in special events (field day, field trips). We invite our Watch D.O.G.S to promote SISD's Direction 1 - Safe and Secure Learning Environments. Several events are hosted throughout the year to increase parent and community involvement. For example, Grandparents Day, Veterans Day, Thanksgiving Lunch, Family Movie Nights, Awards Ceremonies, Monthly Terrific Kids Ceremonies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a decrease in students identified at GT from 1.2% in 2015-2016, 1.05% in 2016-2017, and 1.07% (9 students) for the 2017-2018 school year. **Root Cause:** Parents are not aware of the GT nomination process or the benefits of being part of the GT program

Problem Statement 2: For the 2017-2018 school year, our attendance rate was consistently below the district goal of 98%. We will continue to educate

parents on Texas Laws, increase student incentives, make home visits, and provide opportunities for students to make up time for LOC. **Root Cause:** Parental and student awareness of laws. The grade levels with the lowest attendance rates were PK and 1st grade.

Student Academic Achievement

Student Academic Achievement Summary

Hueco faculty and staff work diligently to implement best practices to support our campus needs. There are 4 sections at each grade level at Kinder-5th grade. Pre-Kinder has 1 full day section and 2-half day sections. Tutoring began early in the school year to ensure interventions increased student's academic skills. Students were provided tutorials (in school, after school, Saturday, and during intersession) through interventions and differentiated instruction. In the PK-4th grades, classrooms are self-contained meaning that teachers teach all content areas. In 5th grade, the teachers were departmentalized. Data sources include" CPALLS (PK), Isation Reading, District Reading Milestones, District Math TCM, District Writing Initiative, STAAR and TELPAS.

STAAR Data

STAAR Math	Approaches	Meets	Masters	Student Achievement	Difference
	(ALL/SPED)	(ALL/SPED)	(ALL/SPED)	(ALL/SPED)	(ALL/SPED)
ALL Students	85.5	50.2	22.8	52.8	+3.3
3rd Grade	80/33.3	48/11.1	17.3/0	48.4/14.8	+8.1/-15.5
4th Grade	77.8/66.7	38.9/50	18.9/22.2	45.2/46.3	-4.8/+39.6
5th Grade	100/100	65.8/64.3	32.9/28.6	66.2/64.3	+8.8/-15.7

Overall reading data showed that students at Hueco Elementary decreased in Student Achievement, specifically, in the "Masters" area as compared to last year.

STAAR Reading	Approaches	Meets	Masters	Student Achievement	Difference
	(ALL/SPED)	(ALL/SPED)	(ALL/SPED)	(ALL/SPED)	(ALL/SPED)
ALL Students	76.3	40.7	17.8	45.0	-2.99
3rd Grade	73.3/22.2	32.0/0	13.3/0	39.6/7.4	-9.1/-13.8

4th Grade	70/61.1	42.2/44.4	25.6/16.7	45.9/40.7	1.9/+27.4
5th Grade	86.8/85.7	47.4/57.1	13.2/7.1	49.1/50.0	-1.2/+10

STAAR Writing	Approaches (ALL/SPED)	Meets (ALL/SPED)	Masters (ALL/SPED)	Student Achievement (ALL/SPED)	Difference (ALL/SPED)
ALL 4th Grade	70.8/50	46.1/44.4	12.4/22.2	43.1/38.9	+9.74/+32.2

STAAR Science	Approaches (ALL/SPED)	Meets (ALL/SPED)	Masters (ALL/SPED)	Student Achievement (ALL/SPED)	Difference (ALL/SPED)
ALL 5th Grade	86.8/62.5	56.6/50.0	21.1/25.0	54.8/45.8	+.57/+12.5

There was minimal to no change in the number of students that were identified Tier 2 or Tier 3. Intervention Lessons will come directly from Istation. Lesson delivery will be monitored & the Recommended Minutes Usage will be put in place for our Tier 3 & Tier 2 students. Tier 3 students will use Lexia as an additional form of intervention. Reports from Lexia will be used to Progress Monitor.

I-Station	Tier 3	Tier 2	Tier 1
Pre-Kinder	24%	21%	55%
Kinder	20%	26%	54%
1st Grade	12%	17%	71%
2nd Grade	5%	24%	71%
3rd Grade	15%	25%	60%
4th Grade	20%	22%	57%
5th Grade	21%	19%	60%

Data for the Writing Initiative was lower than the district data. For the 2017-2018 Kinder, 1st, 2nd, 3rd, 4th and 5th grade teachers will be using the Writer's Workshop Framework as well as creating a 9 Weeks Writing Plan to ensure consistent writing across the grades. Kinder, 1st, 2nd, 3rd, and 5th grade teachers will be using the Being A Writer Curriculum for Narrative Writing & Empowering Writers for the Expository Writing.

District Writing Initiative	Raw Score ALL/LEP/SPED	Percent Score	Approaches	Masters
Kinder	2.68/2.52/2.33	67.11%/63.07%/58.33%	52.63%/43.18%/33.33%	15.79%/9.09%/0%
1 st Grade	3.07/2.98/2.40	76.67/74.55/60	77.33/43.18/33.33	38.67/9.09/0
2 nd Grade	3/2.57/2	75%/64.29/50%	78.21%/60%/20%	24.36%/2.86%/0%
3 rd Grade	2.73/2.56/1.78	68.33/64.06/44.44	72%/59.38/11.11	8%/6.25/0
5 th Grade	2.32/2.56/1.78	58.10%/59.38/47.22	33.8%/34.62/11.11	8.45%/11.54/0%

District Math TCM	Raw Score ALL/LEP/SPED	Percent Score	Approaches	Masters
Kinder	12.97/12.77/12.33	92.79/91.36/88.33	74/42/6	55/29/3
1 st Grade	12.64/12.93/11/5	90.37/92.43/82.30	70/53/9	50/41/5
2 nd Grade	13.23/12.42/10.57	88.15/82.78/70.43	75/32/4	40/10/1

One of the areas of concern is the wide differences of performance between regular student identified special ed and receiving services.

2017-2018 TELPAS Data Pending

Student Academic Achievement Strengths

STAAR Math

3rd Grade 65.9%-->80% Approaches Level/ 35%-->48% Meets Level/ 20%-->17.3 Masters Level (gains in Approaches and Meets Levels) / ranked 23/28 schools

4th Grade 76.4% -->77.8% Approaches/ 51.4%-->38.9% Meets/ 22.2%--> 18.9% Masters

5th Grade- 97.9%-->100% Approaches/ 57.4%-->32.9% Meets/ 17%-->32.9% Masters (Decrease in Meets)/ Ranked 14/28 schools

Same as District Average 66.2%

STAAR Reading

3rd Grade- 71.8%-->73.3% Approaches/ 45.9%-->32% Meets/28.2 -->13.3% Masters (significant decrease in Meets & Masters Levels- ranked 27/28 schools)

District Average: 52.5% Campus: 39.6%

4th Grade- 81.9%-->70% Approaches/ 36.1%-->42.2%-- Meets/ 13.9%-->25.6% Masters (ranked 22/28 schools- District Average: 50.1% Campus: 45.9%)

5th Grade- 89.4%--> 86.8% Approaches/ 45.7%-->47.4% Meets/ 16%-->13.2% Masters (ranked 23/28 schools- District Average: 56.2% Campus: 49.1%)

STAAR Writing

66.7%-->70.8% Approaches/ 29.2%-->46.1% Meets/ 4.2%-->12.4% Masters (Significant Gains in all three areas)

STAAR Science

88.3%-->86.8% Approaches/ 56.4%-->56.6% Meets/ 18.1%-->21.1% Masters (ranked 5/28 schools District Average: 49.6% Campus: 54.8%)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: For the 2017-2018 school year, Student Achievement in Reading decreased from 47.9% -->45.0%. This percentage was lower than the district average of 53.7%. **Root Cause:** Tutoring for 3rd-5th grade is offered after school, Saturdays, and Intersessions, however, attendance is low.

Problem Statement 2: Overall STAAR reading scores in 3rd, 4th, and 5th grade decreased this past year. For the 2017-2018 school year, Student Achievement in Reading decreased from 47.9% -->45.0%. This percentage was lower than the district average of 53.7%. **Root Cause:** Students lack proficiency with Level 2 or Level 3 Thinking and Questioning.

Problem Statement 3: Istation data shows that minimal to no progress is being made in the number of students in Tier 2 and Tier 3 as compared to the beginning of the year. **Root Cause:** Intervention lessons are inconsistent, minimal evidence of progress monitoring, and inconsistency with Usage Minutes for Tier 2 & Tier 3 students.

Problem Statement 4: The achievement of SPED students taking 3rd-5th grade STAAR was inconsistent throughout the grades for both the reading and

math areas. **Root Cause:** Students being served in special education have various needs and strengths.

Problem Statement 5: Hueco 3rd grade students achieved only a 71.8% Approaching Level. They ranked 27/28 schools in performance. District Average was 52.5%/ Campus Average: 39.6% **Root Cause:** Students struggled with reading stamina and higher order thinking for Level 2 and Level 3 questioning.

School Processes & Programs

School Processes & Programs Summary

All Hueco teachers received training during each of the ½ day professional development days afforded to staff by the district calendar. Monthly 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 using Fundamental 5 & TTESS forms. 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 up to make the most out of the time teachers spent with students. A 60 minute team planning for teachers each week was created to provide teachers the opportunity to analyze data and target different areas. 45 minutes is also set aside for Super School, this is a time first thing in the morning where students receive intervention or enrichment. Students who participated in the enrichment portion, participated in classes that included, 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.

Writing continues to be an area of need. In an effort to promote writing, a school wide writing block was implemented for the 2018-2019 school year, PK-5th grade teachers will need to follow the Writer's Workshop Model. Our Kinder-3rd & 5th grade teachers will also be using the Empowering Writers Curriculum to help supplement the Empowering Writers curriculum. Our SCE-I Coach will continue to model lesson for teachers, as needed. Our teachers will also need to continue to receive very specialized training in the areas of writing.

Lower grade (k-2) teachers will use Johnny Can Spell to help support the early reading skills our students need to be successful readers. The Wilson Program will continue to be used to provide Dyslexia services to those students identified. Additional teachers in grades K-3rd will be trained on Johnny Can Spell and it will be used for their core instruction.

Teacher aides (PK, bilingual, At-Risk, WIN) continue to support our students and teachers with students in Tier I or Tier II while teachers worked with Tier III students. Identified dyslexic students were served during the week at a minimum of 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. For the 2018-2019 school year, Hueco has qualified for 3 full time Special Education teachers as well as 1 Special Education Paraprofessional to assist with Support Facilitation Services. In addition, 15 students will be serviced in our Self-Contained (PAS for 3rd-5th grade) Academic unit. 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.

- 1st year of Hueco Sol Children's Orchestra, 13 fourth grade students participated in this inaugural group learning to play string instruments (instruments were borrowed from neighboring school & middle school teacher taught music lesson)
- 1st Annual Campus Art Show was held
- All 5th grade students attended the symphony.
- In an effort to recognize and have students appreciate the cultural diversity at Hueco we celebrated 5 de Mayo.
- All grade levels went on a field trip to various destinations.
- Students took part in Veteran's Day and Earth Day.
- Hueco students had the opportunity to participate in different clubs: Art, Music, Robotics, and Chess Club, Writing Anthology, Cheerleading
- Students who met their Accelerated Reader Goals were also treated to a unique experience at the end of the year. Students participated in water day. The field day consisted on giant water slides.

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 one additional Temporary Instructional Aide. 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.

Hueco Elementary is an AVID Certified Campus and will continue to build on this area this upcoming school year. One of the goals Hueco has is for our teachers that have attended Summer Institute already to attend sessions on the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) Strategies to receive training on the higher order thinking. Our goal for this upcoming school year is also to become an AVID Elementary Showcase School.

Hueco 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 training support as well as improving our school's technology infrastructure in the classroom, teachers will implement these best practices quarterly.

Although 4 teachers had to be replaced as they transferred to the new SISD school, our teacher retention is not of major concern. Our campus has minimal teacher mobility. Our campus will start the 2018-2019 school year with approximately 523 students.

School Processes & Programs Strengths

Hueco Elementary is excited to announce we will continue to participate in the WIN Academy. Student in WIN 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.

Hueco 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, home visits, and through social media, which helped build positive relationships.

Hueco has three computer labs and 1 C.O.W.S. (Computer on wheels). New computers for one of the labs were purchased this past school year. Our campus is in need to refurbish the laptops on the COW as well as the computers in the labs as these computers are more than 10 years old. Multi-purpose rooms such as the Library, Music Room, Science Labs, and PE are in need of new computers and Infocus WIB Boards as this equipment is also more than 10 years old with minimal functioning. 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: For the 2017-2018 school year, resources and personnel have not been dedicated to the non-testing grades. **Root Cause:** Campus funding has been focused primarily on testing grades, 3rd-5th.

Problem Statement 2: For the 2017-2018 school year, Hueco data shows that there was no change in the number of Tier 2 & Tier 3 in our PK-2nd grade students from the beginning of the year to the end of the year. **Root Cause:** Tutoring opportunities are not afforded to students at these grade levels.

Problem Statement 3: STAAR Data for the 2017-2018 school year revealed that our students scored lower in reading. **Root Cause:** Students struggle with

higher order thinking, Level 2 & Level 3 questioning.

Problem Statement 4: Computer labs, COWS (Computer on Wheels), computers & projectors are slow or non-functioning. **Root Cause:** This equipment is between 8-10 years old and needs replacing.

Problem Statement 5: Our student growth in our WIN classes is not progressing at the rate of other WIN program district wide. **Root Cause:** The need to plan with our WIN teachers regularly and monitor student progress in an effort to provide them exactly what they need is critical.

Perceptions

Perceptions Summary

Direction 1: Safe and Supportive Learning Environment (Olweus) SISD will ensure a safe school environment for students, staff, parents, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

At Hueco Elementary, we strive to keep our students safe at all times. The safety of our students and staff is our number one priority and it is our duty to provide a safe learning environment at all times. . We have a total of 20 cameras through out the interior and exterior of the campus. In addition, we completed 100% of our safety drills. All our visitors must sign in using the Hall Pass system, a data base which requires identification and runs all visitors through a sex-offender data base. There were 33 total Discipline Referrals this year as compared to 29 referrals last year- 1 student was placed at KEYS for 6 weeks.

Student attendance was a concern for Hueco Elementary this past year. Our student's averaged 96.4% in attendance as compared to the 97.67% district average.

Direction 2: College and Career Readiness

For the 2018-2019 school year, the entire Hueco campus saw positive educational and socio-emotional gains through the school wide implementation of AVID Elementary and WIN Classrooms. For this upcoming school year, all PK-5th grade teachers at our campus were introduced to skills and behaviors for future and academic success through AVID Elementary. In addition, WIN students participated in Project Based Learning, and Thrive, an electronic format curriculum for reading and math.

Direction 4: School & Community Partnerships

At Hueco Elementary, we have provided our community with parent informational nights on attendance, HB5, STAAR, WIN Academy, Watch D.O.G.S. program, and the Latino Family Literacy Project. They have all been a great success due to our commitment to inform and involve our community. We routinely invite community members to join us for campus events, to represent the school at the Superintendent's Parent Advisory Committee and the School Improvement Team. We also have our Parent Liaison, who is instrumental in building our community involvement.

This year, we continued the implementation of the Watch D.O.G.S. program. The promotion of a male role model has proven to be a very positive influence on our students. We are excited to continue this partnership with our families and increase participation for the 2017-2018 school year.

Our WIN Academy parent nights and excursions increased our parent involvement in the academic aspect. They were informed of homework strategies and data of our school. Parents were eager to learn how our students in the WIN Academy are progressing and the positive impact technology and blended learning has had.

The Latino Family Literacy Project was a great success again this year. We had 23 parents and grandparents involved in improving literacy practices in their home.

New this year was Coffee with the Principal informational sessions. Topics included attendance requirements, accountability summary and distinctions earned, predictive model, college and career readiness, all tutoring/intersession plans. Parents were also given information on how they can help students at home.

Perceptions Strengths

Direction 1: Safety

Hueco Elementary in partnership with parents and all school and community stakeholders will invest time and resources to ensure that a safe and supportive learning environment is cultivated throughout the schools learning programs, professional development, and community outreach training. For the 2018-2019 school year our school will continue to be trained to implement school wide Positive Behavior Intervention and Supports/Positive Behavior Supports (PBIS/PBS), Olweus, Safe Schools Emergency Operation Plan with an emphasis on school/student threat assessment. For the 2018-2019 school year, our school will continue to be served by 1 full time counselor and 1 Parent Liaison. Our campus counselor will provide whole, small, and individual counseling and collaborate with community outreach programs/organizations that will support the overall well-being of all students served as specified by The American School Counselor Association (ASCA). Our campus was also served by a Parent Liaison to help support school/students/community and Parental Partnership.

In support of a positive school culture, Olweus lessons will continue to be implemented school-wide. Our campus has found positive success coordinating lessons to be held once a week for 45 minutes on the same day and time. Streamlining the Olweus/PBIS/ and SEL school-wide lessons, ensures a vertical alignment and implementation- it has allowed the campus to be "speaking the same language". Our campus theme for this year will be, "You are incredible, you are the difference!"

In addition, our campus has a total of 20 security cameras that will be operational 24 hours a day, along with a security background check-in system, Hall Pass that will be utilized for all visitors to campus. All campus volunteers will be required to fill and pass a background check through the district. Our campus is also assigned one security guard that helps to monitor student and visitor activity.

Direction 2: College and Career Readiness

The first initiative- AVID Elementary incorporates and teaches the following College and Career Readiness skills; 1. Student Success Skills- goal writing, career and college awareness; 2. Organizational Skills- binder checks, agendas, homework writing; 3. WICOR Lessons- thinking maps, note taking skills; 4. Partnerships- family nights, College and Career Information Presentations. For the 2018-2019 school year, the goal is to send new teachers to the campus to Summer Institute and send teachers who have already been to AVID Elementary, to additional instructional AVID strands being offered at the district level.

The Hueco Sol Children's Orchestra is an additional initiative that had a tremendous amount of success this past school year. In collaboration with a neighboring campus who loaned us string instruments, and our SISD Fine Arts Program, 13 fourth grade students made up the first string instrument cohort at Hueco. Through the collaboration, 4 days a week throughout the Spring Semester, students received mentoring, academic assistance, and music classes for the string instruments. A second cohort of young musicians will begin for the 2018-2019 school year with the goal of increasing Hueco's Children's Orchestra to 20 students.

Direction 4: School & Community Partnerships

Hueco will be celebrating its 35th year and there is a very strong sense of community and personal connections at Hueco and the surrounding community. Hueco Elementary has a very strong group of parent volunteers, 20-25 consistent members. The Latino Family Literacy Project was a great success again this year. We had 23 parents and grandparents involved in improving literacy practices in their home, this was the largest group in the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There was an increase in discipline referrals to 33 total for the 2017-2018 school year. **Root Cause:** Additional training for school and classroom behavior expectations.

Problem Statement 2: Student attendance for the 2017-2018 school year was 96.41%. **Root Cause:** Families are often not aware of HB5 Attendance Laws. Campus must be proactive and follow up with District Procedures.

Problem Statement 3: During the 2017-2018 school year, we had approximately 2 Watch DOGS that participated. **Root Cause:** The need for a lead team of Watch DOGS is needed to keep up with recruitment and follow-up.

Problem Statement 4: Our last Campus Climate Survey indicated that approximately 28 students did not feel that they were treated with respect and marked disagree or strongly disagree with children treating them with respect. **Root Cause:** It is critical that we continue our SEL efforts with daily lessons.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (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
- 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.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

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, Hueco 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: Increase in Watch D.O.G.S. volunteers, sign in sheets

Summative Evaluation 1:


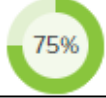



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) In the 2018-2019 school year, we will continue working on recruiting 10 volunteers for the Watch D.O.G.S program.	3.1, 3.2	Administration Parent Liaison	Sign in sheets Participation calendar Increase in volunteer hours			
Funding Sources: 199 - General - 300.00						
= 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, Hueco Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Documentation in safety binder for every safety drill, safety audit logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) For the 2018-2019 school year, Hueco Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.	2.4	Administration	Safety audit logs			
	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 3: For the 2018-2019 school year, the number of bullying-related incidents reported at Hueco Elementary will decrease 33 to 0.

Evaluation Data Source(s) 3: Student Climate Survey, Olweus Questionnaire results, walk-throughs, decrease in discipline referrals for bullying

Summative Evaluation 3:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continuation of implementation of PBIS (Positive Behavior Intervention and Support) as well as Connect with Kids, the Olweus Bullying Prevention Program, and The Master Teacher SEL Program through use of the program materials, resources and surveys. In addition, we will continue educating stakeholders on the Bullying Alert system to promote reporting of all incidents.	2.4, 2.6	Administration Counselor Teachers	Weekly class meetings Administrator/ Mentor walk-throughs Olweus Questionnaire results BPCC meeting logs Campus coordinator survey			
	Funding Sources: 211 - Title I, Part A - 500.00					
= 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, the total number of disciplinary incidents at Hueco will decrease from 33 to less than 10.

Evaluation Data Source(s) 4: Periodic Discipline Incident Summary

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hueco Elementary will continue to implement Positive Behavior Intervention Support (PBIS) systems to improve discipline by teaching expectations, modeling expectations, and rewarding students following expectations. Hueco will provide biweekly incentives, education and training for students, teachers, and parents.	2.4, 2.6, 3.1, 3.2	Administration Counselor Teachers	Decrease in Discipline reports			
	Funding Sources: 199 - General - 500.00					
 = 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, 100% of Hueco Elementary students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 1: Class rosters, tutoring logs, assessment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide accelerated instruction for students identified through Istation as Tier 2 and 3.</p>	2.4, 2.5, 2.6	Administration SCEI Coach Teachers	Progress Monitoring Walk-throughs Small groups Monitoring through RtI BOY, MOY, EOY iStation data			
Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Provide tutoring for Math, Science, Reading/LA after school, Saturdays, Intersession, Super School and summer school for at-risk, Tier 3 and Tier 2 students. Provide healthy snacks for after school and Saturday tutoring.</p>	2.4, 2.5, 2.6	Administration SCEI Coach Teachers	Walk-throughs Tutoring logs Increase of standardized assessment scores 3, 6, 9 week checkpoints Increase instructional gains by one Tier			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide Instructional Aides to assist students who are at risk or in danger of failing. Instructional Aides will work directly with classroom teachers to enhance rigor of lessons and ensure academic success for each student.</p>	2.4, 2.5, 2.6	Administration SCEI Coach Teachers TIAs At-Risk Instructional Aides	Instructional Aide Schedules Walk-throughs Teacher documentation Increase in STAAR, TELPAS, iStation tiers and scores			
Funding Sources: 199 - General Fund: SCE - 30051.66						
<p>Critical Success Factors CSF 1</p> <p>4) Hueco Elementary will continue to improve LEP students scores in all content areas and provide interventions accordingly. Students will be expected to progress at least one proficiency level from 2017-2018 according to TELPAS Composite Score.</p>	2.4, 2.6	Administration SCEI Coach Teachers	Lesson Plans Logs Walkthroughs Power planning Implementation of ELPS and SIOP strategies Increase in TELPAS proficiency scores			
Funding Sources: 199 - General Fund: SCE - 0.00						

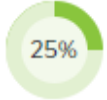





Critical Success Factors CSF 1 5) Hueco Elementary will continue to have GT students participate in Texas Performance Standards Project, GT Showcase.	2.4, 2.5, 2.6	GT Coordinator	Increase number of student participation from 7 students to 10 students. 100% of students will participate in GT showcase Common intervention time for GT students during the 2018-2019 school year.			
	Funding Sources: 211 - Title I, Part A - 500.00					
Critical Success Factors CSF 1 6) Utilize State Compensatory Education Intervention (SCEI) Coach to provide supplemental mentoring and instructional services to At-Risk students. Maintain documentation regarding activity to ensure compliance with state and federal guidelines.	2.4, 2.5, 2.6	Administration	Increase academic performance of students coded At-Risk			
	Funding Sources: 199 - General - 0.00					
7) Implement college preparatory curriculum such as Advancement Via Individual Determination (AVID) in order to increase level or rigor in core content courses. K-5 grades will implement and utilize the use of student agendas and organization tools (binders, pencil pouches, dividers with pockets, folders) to organize materials and information (fold-ables, two and three column note taking, AVID strategies and activities, projects, ISNs). Provide training to teachers in higher order thinking (Costa's Level of Thinking).	2.4, 2.6	Administration SCEI Coach Teachers	All 3rd, 4th and 5th grade students participating and using AVID strategies to improve academic achievement and college and career readiness.			
	Funding Sources: 211 - Title I, Part A - 1500.00, 199 - General Fund: SCE - 0.00					
8) Integrate technology into curriculum to provide teachers and students with 21st century technology to enhance their learning such as (IWBS, iPEVOs, Computers, Laptops, Cameras, iPods, IPADs, Tablets, CD/cassette radios, etc..) and to include technology peripherals (projector bulbs, cords, printers, cables, FM Listening System, headphones, calculators, etc..) for students to be college and career ready.	2.4, 2.6	Administration SCEI Coach Teachers	During walkthroughs, evidence of use of technology to deliver instruction, implementation of blended learning, completion of PBL projects, and increase of student achievement.			
	Funding Sources: 211 - Title I, Part A - 15000.00, 199 - General Fund: SCE - 550.00, 199 - General Fund : Special Education - 500.00, 199 - General Fund: Bilingual - 2058.00					
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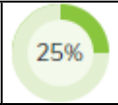




Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 2: For the 2018-2019 school year, Hueco Elementary shall increase the level of instructional rigor to indicate improvement in the "Student Achievement" area of student state assessment scores in Reading. The goal is to increase Student Achievement from 45% to 55% (combination of Approaches, Meets, and Masters Levels).

Evaluation Data Source(s) 2: 9 week assessment, Fall and Spring District Benchmark Data, EOY STAAR Assessment Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources, materials, and strategies for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), AR (Accelerated Reading), Story Works(Scholastic), Mentoring Minds, fold-ables.</p>	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00, 199 - General Fund: Bilingual - 0.00						
<p>2) In order to produce life long readers, offer students a variety of genres through a library, library books, classroom set, and media center. Academic lessons in the library provided to assist classroom teachers and students by librarian and library aide.</p>	2.4, 2.6	Administration Librarian SCEI Coach Teachers	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments Increased participation in reading challenges			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math, Target the Question), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as Sp Ed, 504, LEP, GT, at-risk and dyslexia to include materials such as Lexia, Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix, Wilson Reading System, Johnny Can Spell, Math Target the Question ECS Learning Systems.</p>	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 3000.00, 199 - General Fund: Bilingual - 1000.00						

<p align="center">Critical Success Factors CSF 1</p>	<p align="center">2.4, 2.6</p>	<p>Administration SCEI Coach Teachers</p>	<p>Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.</p>			
<p>4) Monitor performance data through the use of Eduphoria at 3, 6, and 9 week intervals.</p>		<p>Funding Sources: 199 - General Fund: SCE - 0.00</p>				
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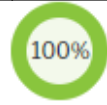
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 3: For the 2018-2019 school year, Hueco Elementary shall increase the level of instructional rigor to indicate improvement in student state assessment scores in Science from 54.8% to 60% in the Student Achievement areas (Approaches, Meets, and Masters Levels).

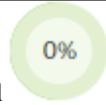
Evaluation Data Source(s) 3: 9 week assessment, Fall and Spring District Benchmark Data, EOY STAAR Assessment Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Science Target the Question, Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as Sp Ed, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix. Johnny Can Spell, Math Target the Question.</p>	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Monitor performance data through the use of Eduphoria at 3, 6, and 9 week intervals.</p>	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Science(Science lab materials, Forde Ferrier, online STEM SCOPES subscription, CSCOPE Kits)</p>	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						



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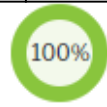
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: For the 2018-2019 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in bilingual student state assessment scores in Writing from 25% to 35% in the Student Achievement areas (Approaches, Meets, and Masters Levels).

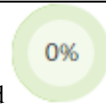
Evaluation Data Source(s) 4: 9 week assessment, Fall and Spring District Benchmark Data, EOY STAAR Assessment Data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Writing (Empowering Writers) using materials such as Kamico, Mentoring Minds, Write Source, Forde Ferrier, Being a Writer, Johnny Can Spell, Alice Nine Professional Development, and model for proficiency.</p>	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as Sp Ed, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix, Wilson Reading System.</p>	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Monitor performance data through the use of Eduphoria at 3, 6, and 9 week intervals.</p>	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints at Approaches, Meets, and Masters Levels, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 199 - General Fund: SCE - 0.00						



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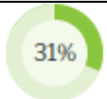
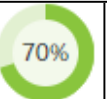


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Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 5: For the 2018-2019 school year, Hueco Elementary shall increase the level of instructional rigor to indicate improvement in student state assessment scores in Math from 52.8% to 62% in the Student Achievement area (Approaches, Meets, Masters Levels).

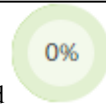
Evaluation Data Source(s) 5: 9 week assessment, Fall and Spring District Benchmark Data, EOY STAAR Assessment Data, EOY STAAR Assessment Data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Math (Guided Math), using Singapore Math, manipulatives, IXL program, Target the Question, Math Countdown, Math RTI.	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund : Special Education - 400.00, 199 - General Fund: SCE - 0.00						
Critical Success Factors CSF 1 2) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as Sp Ed, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix, Lakeshore Materials for the lower grades to provide intervention in reading and math.	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 211 - Title I, Part A - 21500.00, 199 - General Fund: SCE - 0.00						
Critical Success Factors CSF 1 3) Monitor performance data through the use of Eduphoria.	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 199 - General Fund: SCE - 0.00						



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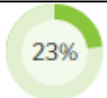





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Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 6: For the 2018-2019 school year, Hueco Elementary will increase the level of instructional rigor across the core content areas, to indicate improvement in SPED population student state assessment scores in Reading from 32% to 40% in the Student Achievement Areas (Approaches, Meets, and Masters Levels).

Evaluation Data Source(s) 6: 9 week assessment, Fall and Spring District Benchmark Data, EOY STAAR Assessment Data, EOY STAAR Assessment Data

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources, materials, and strategies for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), AR, Story Works, fold-ables</p>	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00, 199 - General Fund : Special Education - 0.00						
<p>2) In order to produce life long readers, offer students a variety of genres through a library, library books, classroom set, and media center. Academic lessons in the library provided to assist classroom teachers and students by librarian and library aide.</p>	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments Increased participation in reading challenges			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as Sp Ed, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix, Wilson Reading System, Lakeshore Materials for intervention in math & reading.</p>	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 211 - Title I, Part A - 21500.00, 199 - General Fund: SCE - 0.00						

<p align="center">Critical Success Factors CSF 1</p> <p>4) Monitor performance data through the use of Eduphoria at 3, 6, 9 week intervals.</p>	<p>2.4, 2.6</p>	<p>Administration SCEI Coach Teachers</p>	<p>Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.</p>			
<p>Funding Sources: 199 - General Fund: SCE - 0.00</p>						
<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 7: For the 2018-2019 school year, Hueco Elementary shall increase the level of instructional rigor to indicate improvement in student state assessment scores in Writing from 43.1% to 53% in all Student Achievement areas (Approaches, Meets, Masters Levels).

Evaluation Data Source(s) 7: 9 week assessment, Fall and Spring District Benchmark Data, EOY STAAR Assessment Data, EOY STAAR Assessment Data

Summative Evaluation 7:

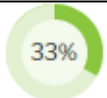

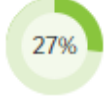

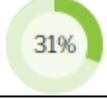

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions for writing- Being a Writer, Empowering Writers PD and instructional materials, Alice Nine Editing & Revising, Writer's Workshop Resources, Mentoring Minds writing.	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments -District Writing Milestone			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund : Special Education - 400.00, 199 - General Fund: SCE - 0.00						
Critical Success Factors CSF 1 2) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers, Being a Writer, Alice Nine Revising & Editing) and college career readiness program (AVID) including special populations such as Sp Ed, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, Writing STAAR Master.	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
Critical Success Factors CSF 1 3) Monitor performance data through the use of Eduphoria at 3, 6, 9 week intervals.	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 199 - General Fund: SCE - 0.00						
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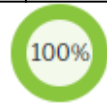
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 8: For the 2018-2019 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in SPED population student state assessment scores in Writing from 38.9% to 45% in all Student Achievement Areas (Approaches, Meets, Masters).

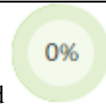
Evaluation Data Source(s) 8: 9 week assessment, Fall and Spring District Benchmark Data, EOY STAAR Assessment Data, EOY STAAR Assessment Data

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Writing (Empowering Writers) using materials such as Kamico, Mentoring Minds, Write Source, Forde Ferrier, Writing Without Tears and model for proficiency.</p>	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as Sp Ed, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, Johnny Can Spell, Wilson Reading System.</p>	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Monitor performance data through the use of Eduphoria.</p>	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2018.			
Funding Sources: 199 - General Fund: SCE - 0.00						



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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 9: For the 2018-2019 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in the At-Risk student population state assessment scores in 3rd grade Math in all Student Achievement Areas from 39.6% to 49.6% (Approaches, Meets, Masters Levels).

Evaluation Data Source(s) 9: 9 week assessment, Fall and Spring District Benchmark Data, EOY STAAR Assessment Data, EOY STAAR Assessment Data

Summative Evaluation 9:

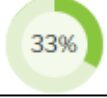
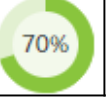
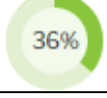
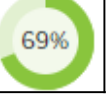


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Math (Guided Math), using Singapore Math, manipulatives, IXL program.	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund : Special Education - 400.00, 199 - General Fund: SCE - 0.00						
Critical Success Factors CSF 1 2) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as Sp Ed, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix.	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						
Critical Success Factors CSF 1 3) Monitor performance data through the use of Eduphoria at 3, 6, and 9 weeks intervals.	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2019.			
Funding Sources: 199 - General Fund: SCE - 0.00						
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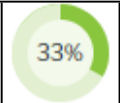
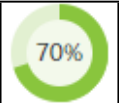



Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 10: For the 2018-2019 school year, Hueco Elementary shall increase the level of instructional rigor across the core content areas, to indicate improvement in the At-Risk student population state assessment scores in 3rd grade Reading from 54% to 60%.

Evaluation Data Source(s) 10: EOY STAAR Assessment Data

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide scientifically research based supplemental resources, materials, and strategies for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), AR, Story Works, fold-ables</p>	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00, 199 - General Fund : Special Education - 0.00						
<p>2) In order to produce life long readers, offer students a variety of genres through a library, library books, classroom set, and media center. Academic lessons in the library provided to assist classroom teachers and students by librarian and library aide.</p>	2.4, 2.6	Administration SCEI Coach Teachers	Increase in scores in 3, 6, 9 week checkpoints, benchmarks and STAAR assessments Increased participation in reading challenges			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Provide scientifically research based supplemental resources and materials for instruction and/or interventions in all the core curriculum areas such as Reading (balanced literacy), Math (Guided Math), Science (Science lab materials, Forde Ferrier, online STEM SCOPES subscription), Social Studies and Language Arts (Empowering Writers) and college career readiness program (AVID) including special populations such as Sp Ed, 504, LEP, GT, at-risk and dyslexia to include materials such as Kamico, Mentoring Minds, Brain Pop, Social Studies Weekly, BookFlix, TruFlix, ScienceFlix, Wilson Reading System.</p>	2.4, 2.6	Administration SCEI Coach Teachers At-Risk Aides	Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2018.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00						

<p>Critical Success Factors CSF 1</p> <p>4) Monitor performance data through the use of Eduphoria.</p>	<p>2.4, 2.6</p>	<p>Administration SCEI Coach Teachers</p>	<p>Increase in scores in 3, 6 9 week checkpoints, STAAR, TELPAS, Writing Initiative, iStation assessments by June 2018.</p>			
<p>Funding Sources: 199 - General Fund: SCE - 0.00</p>						
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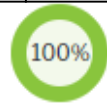
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2018-2019 school year, 95% of teachers will demonstrate proficient or higher level as measured by T-TESS, walkthroughs, etc.

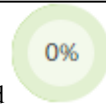
Evaluation Data Source(s) 1: TTESS Portfolio, Professional development completion certificates, Walk-throughs, Observations, increase in Tier 1 and 2 percentages.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Hueco Elementary will continue doing a minimum of 5 walk-throughs via Eduphoria each week.</p>	2.4	Administration	Eduphoria Walk-through reports			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Hueco Elementary will provide staff development with existing campus strategies to improve classroom instruction. The programs include the following: -TEKS Resource (CSCOPE) -AVID -Fundamental 5 -Balanced Literacy: leveled reading/guided reading -Kilgo (ELAR, Science, Math) -Rtl/Differentiated Instruction -Kagan and Marcia Tate -Academic Vocabulary -STAAR -Guided Math -Target the Question -SEL (The Master Teacher) -Empowering Writers -Johnny Can Spell Materials, learning Modules, Live Session</p>	2.4	Administration	Agendas Sign in sheets Lesson Plans Walk-throughs Observations			
Funding Sources: 199 - General Fund: Bilingual - 500.00, 211 - Title I, Part A - 6000.00, 199 - General Fund : Special Education - 1000.00						



= Accomplished



= No Progress



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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, Hueco Elementary will continue to maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Staffing Report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) All Hueco teachers can participate in SISD/Region 19 professional development and campus trainings in the areas of LEAD Forward, Balanced Literacy, Guided Math, Target the Question, SEL- The Master Teacher, i-Station, DRA as well as Kagan, Kilgo, Marcia Tate, PBIS (Positive Behavior Intervention Support) training, along with and reading strategies to support and strengthen their craft and be 100% compliant with state and federal guidelines.</p>	2.4, 2.6	Administration SCEI Coach	Agendas Sign in sheets Training certificates			
Funding Sources: 211 - Title I, Part A - 7000.00, 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Hueco Elementary will provide campus professionals opportunities for professional development on all district and campus initiatives, areas of interest/needs to enable teachers to meet students' academic and social-emotional needs (PBIS, SEL).</p>	2.4, 2.6	Administration SCEI Coach	Agendas Sign in sheets Training certificates Walk-throughs Observations			
Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 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 3: During the 2018-2019 school year, Hueco Elementary will increase the number of professional development opportunities offered to employees from 10 to 15 as compared to the previous school year in the areas of SPED (coteaching), LEP (SIOP/ELPS), Rigor, etc.

Evaluation Data Source(s) 3: Professional development agendas and sign in sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Hueco Elementary will continue to provide professional development weekly during grade level meetings and Wednesday professional development for teachers as scheduled by the district calendar.</p>	2.4, 2.6	Administration SCEI Coach	Agendas Sign in sheets			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Offer AVID teachers, SCEI coach, administrators, and counselor the opportunity to attend Summer institute training, professional development conferences, and divisional leadership trainings.</p>	2.4, 2.6	Administration SCEI Coach Teachers	Walk-throughs Observations Increase in Tier 1 and 2 percentages			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: SCE - 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 4: During the 2018-2019 school year, Hueco 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: PBMAS and STAAR data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Hueco Elementary will provide teachers with research based trainings (LEAD Forward) to increase state achievement scores.</p>	2.4, 2.6	Administration	Lesson plans Walk-throughs Observations			
Funding Sources: 211 - Title I, Part A - 2500.00						
= 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: By the end of the 2018-2019 school year, 100% of Hueco Elementary teachers will be familiar with the requirements of House Bill 5, Attendance. Hueco will increase attendance from 95.4 to a minimum of 98%.

Evaluation Data Source(s) 5: Weekly Attendance Reports, Agendas and sign in sheets

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) By the end of the 2018-2019 school year, 100% of Hueco Elementary teachers will be familiar with the requirements of House Bill 5 in particular the attendance law for HB 5 and our career fair to follow endorsements requirements. Parents, students, and staff will receive attendance training, weekly and quarterly incentives will be provided for students with 100% attendance. Campus will send out letters, conduct home visits, and make outreach to speak with parents about attendance concerns.	2.4, 2.6	Attendance Administration Counselor Parent Liaison Classroom Teacher Campus Attendance Team	Faculty meeting logs Attendance meeting logs Career Fair			
	Funding Sources: 199 - General - 0.00					
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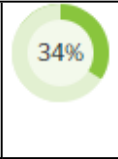
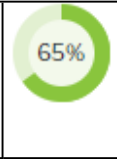



Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 6: By the end of May 2019, Hueco Elementary will develop and implement a College and Career Ready Strategic Plan for 100% of the students.

Evaluation Data Source(s) 6: Walk-throughs, assessment data, lesson plans

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Implement and monitor CSCOPE in grades K-5 to ensure vertical and horizontal alignment to improve Academic Achievement for students to be college and career ready</p>	2.4, 2.6	Administration SCEI Coach Teachers	9 week plans walk-throughs Assessments Student Performance Instructional goals By January 2018, overall student benchmarks and checkpoints will show an increase in all content areas.			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 61228.01						
<p>Critical Success Factors CSF 1</p> <p>2) Continue to provide 9 week professional development/planning to all grade levels to improve academic achievement for students to be college and career ready.</p>	2.4, 2.6	Administration SCEI Coach Teachers	9 week plans Walk-throughs Lesson plans Assessment Data Student Performance Instructional goals			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Integrate technology into curriculum to provide teachers and students with 21st century technology to enhance their learning such as (IWBS, iPEVOs, Computers, Laptops, Cameras, iPods, IPADs, Tablets, CD/cassette radios, etc..) and to include technology peripherals (projectors/projector bulbs, cords, printers, cables, etc..) for students to be college and career ready</p>	2.4, 2.6	Administration SCEI Coach Teachers	Use of technology into the curriculum Walk-throughs Student projects			
Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 0.00, 199 - General Fund : Special Education - 500.00, 199 - General Fund: Bilingual - 1160.00						

<p>Critical Success Factors CSF 1</p> <p>4) Provide college preparatory programs such as Advancement Via Individual Determination (AVID) in grades 2, 3, 4 and 5 in support of career/college readiness for students.</p>	<p>2.4, 2.6</p>	<p>Administration SCEI Coach Teachers</p>	<p>Lesson plans Campus planning Meeting agendas Implementation of WICOR strategies in grades 3, 4, and 5. Organizational tools</p>			
<p>Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: SCE - 0.00</p>						
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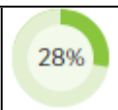
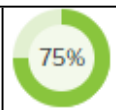



Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 1: During the 2018-2019 school year, Hueco Elementary will increase the number of collaborative educational involvement activities and events for parents and community members from 8 to 15 as compared to the 2017-2018 school year to promote teamwork and unity in the education of students along with partnership activities with businesses in our community.

Evaluation Data Source(s) 1: Parent Nights, Family Nights, Latino Family Literacy Program, WIN Academy parent meetings

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) Hueco Elementary will continue to provide Parent Nights such as: -Literacy Night -Special Events (Holidays, Talent Show) -Attendance Parent Nights -STAAR Assessment Night -Parent Teacher Conferences -WIN Academy Parent Nights -Latino Family Literacy program</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration Parent Liaison	Agendas Sign in sheets			
Funding Sources: 199 - General - 200.00, 199 - General Fund: Bilingual - 1000.00						
<p>Critical Success Factors CSF 5</p> <p>2) Hueco Elementary will continue to have monthly Family Nights on and off campus to increase student, parent, and community involvement.</p>	3.1, 3.2	Administration Counselor Parent Liaison	Monthly calendar Sign in sheets Agendas			
Funding Sources: 199 - General - 0.00						
<p>3) Hueco Elementary's parent liaison will continue parent training sessions to include technology trainings, Olweus, Watch D.O.G.S., parenting classes, Father-Son and Mother-Daughter conferences, FACES conference, and nutrition classes. Refreshments and snack will be provided for parents during the meetings along with supplies and materials for parent classes.</p>	3.1, 3.2	Administration Parent Liaison	Agendas Sign in sheets			
Funding Sources: 211 - Title I, Part A - 1600.00						



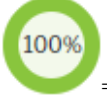
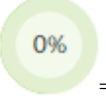

4) Parent Liaison will participate in training (campus visits, district provided, Region 19) on Parental Engagement.	3.1, 3.2	Parent Liaison	Agenda sign-in sheet			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 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: During the 2018-2019 school year, Hueco Elementary will increase 5% the number of notifications sent via newsletters, email, etc. to parents, businesses, and community members.

Evaluation Data Source(s) 2: Parent Notification Binder

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hueco Elementary will continue to send paper and electronic notifications home and to the community.	3.1, 3.2	Campus Leadership Team	Increased participation in campus and community events.			
Funding Sources: 211 - Title I, Part A - 300.00						
 = 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, Hueco Elementary will have a minimum of 3 customer service trainings to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 3: Customer Survey feedback

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hueco Elementary will provide customer service trainings at the beginning, middle, and end of year to ensure positive culture is promoted and evident.		Campus Leadership Team	Agenda Sign in sheets			
	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: By the end of the 2018-2019 school year, Hueco Elementary will increase the number of partnership activities with businesses in our community and with higher education institutions along with outside agencies to support student education by 5%.

Evaluation Data Source(s) 4: Number of Partners in Education

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hueco Elementary will increase Partners in Education participation from 3 to 10 to improve parent/community involvement.	3.1, 3.2	Administration Counselor Parent Liaison Teachers Hueco Community	Partners in Education participation in campus activities.			
	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, 75% of all students in all subgroups at Hueco will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: STAAR Assessment Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hueco Elementary will continue to strive to meet our instructional goals to achieve student success. We will have our weekly instructional meetings, PLC data talks, and RtI meetings to review and monitor student progress.	2.4, 2.6	Administration	Data walls RtI documentation			
	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 2: During the 2018-2019 school year, 100% of Hueco teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: Eduphoria Documentation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 1 1) Hueco Elementary will continue to monitor all interventions provided by teachers for students based on campus data.	2.4, 2.5, 2.6	Administration SCEI Coach Teachers	Tutoring lesson plans RtI documentation Walkthroughs during intervention			
	Funding Sources: 199 - General - 0.00					
2) Hueco Elementary will assist teachers in developing and implementing intersession and summer intervention, Saturday tutorials for students in need of academic support.	2.4, 2.5, 2.6	Administration SCEI Coach Teachers	Intersession lesson plans Student attendance			
	Funding Sources: 199 - General Fund: SCE - 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 3: During the 2018-2019 school year, Hueco administrators will schedule a minimum of 2 accountability talks with stakeholders to acquire feedback in order to improve in support and resources.

Evaluation Data Source(s) 3: Accountability talks documentation

Summative Evaluation 3:

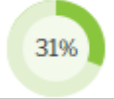





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hueco Elementary will schedule accountability talks with teachers, SCEI coach, and administration to create a plan to improve instruction and provide professional development, resources, and support that will yield high student achievement growth.	2.4, 2.6	Administration SCEI coach Teachers	Agenda Accountability talks sheets			
	Funding Sources: 199 - General Fund: SCE - 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 4: For the 2018-2019 school year, 100% of students will participate in campus science fairs for grades Kinder through 5th Grade.

Evaluation Data Source(s) 4: Participation logs

Summative Evaluation 4:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students in grades K-5th grade will participate in science fairs and receive ribbons and trophies for their participation.	2.4, 2.5, 2.6	Administration Teachers	Increase participation in campus and district science fair competitions.			
	Funding Sources: 211 - Title I, Part A - 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 5: For the 2018-2019 school year, Hueco Elementary will honor 100% of its students with academic and attendance awards to promote accountability initiatives and a college ready culture.

Evaluation Data Source(s) 5: Awards spreadsheet

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Hueco Elementary will purchase trophies, medals, and incentives for academic scholars, citizenship, Math Bee, safety patrol, AR participation, and perfect attendance.	2.4, 2.6	Administration PEIMS Teachers	Assemblies Awards spreadsheet			
	Funding Sources: 211 - Title I, Part A - 2500.00					
 = 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 6: For the 2018-2019 school year, the attendance rate for all students at Hueco Elementary will increase from 96.4% to 98% over the attendance rate of the previous year.

Evaluation Data Source(s) 6: Weekly Attendance Reports, Increase of attendance rate at the end of the year.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase daily student attendance in grade Prek-5 using the Make it Count Campaign from 96.99% to 98%	2.4, 2.6	Attendance Administrator Campus Attendance Committee Classroom Teachers Parent Liason	Daily Attendance Rate			
Funding Sources: 199 - General - 0.00						
2) Hueco Elementary will have an afterschool Music Program for At-Risk students in grades 4th & 5th grade to encourage HB 5- Pathways. One support teacher will provide tutoring and mentoring from 3:30-4:30 and a partnering music teacher from neighboring campus will provide Strings Instruction. Instruments being used are borrowed from Mission Ridge Elementary. The program's goal is to increase from 13 students to 23 students next year.	2.4, 2.5, 2.6	Administration	Increase participation in Fine Arts Areas			
= Accomplished = No Progress = Discontinue						

State Compensatory

Budget for Hueco Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
000	6113 Subs and Staff Development	\$6,000.00
6118	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$15,000.00
6129	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$21,235.52
6100 Subtotal:		\$42,235.52
6200 Professional and Contracted Services		
6299	6219 Professional Services	\$5,000.00
6200 Subtotal:		\$5,000.00
6300 Supplies and Services		
000	6329 Reading Materials	\$9,842.00
000	6339 Testing Materials	\$3,000.00
000	6341 Food	\$800.00
000	6391 General Supplies - Locally Defined	\$13,272.49
06395	6393 Computer Listed Equipment - Locally Defined	\$12,500.00
000	6398 Computer Supplies/Software - Locally Defined	\$1,500.00
6300 Subtotal:		\$40,914.49

Personnel for Hueco Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Mendoza	CSR Teacher	SCE	1
Ashley Munoz	Library Aide	SCE	.50
Gabriela Amaya	WIN Teacher	SCE	.11
Lourdes Martinez	WIN Teacher	SCE	.11
Olga Hernandez	SCEI Coach	SCE	1
Salvador Tellez	WIN Teacher	SCE	.11
Valeria Vizcarra	WIN TIA	SCE	1
Veronica Vargas	At-Risk Instructional Aide	SCE	1
Yolanda Gallo	WIN Teacher	SCE	.11
Yvette Ortiz Pedroza	WIN TIA	SCE	1

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>
Corina Apodaca	Instructional Aide	Title I	1
Griselda Lerma	Parent Liaison	Title I	1

Plan Notes

Add climate survey through manage plan-plan addendums

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Myrna Lopez	Principal
Administrator	Sergio Mendez	Assistant Principal
Non-classroom Professional	Grisleda Lerma	Parent Liaison
Non-classroom Professional	Rosario Frausto	Counselor

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$300.00
1	2	1			\$0.00
1	4	1	Training Materials- Posters, Professional Development, Incentives		\$500.00
2	1	6			\$0.00
3	1	1			\$0.00
3	5	1			\$0.00
4	1	1			\$200.00
4	1	2			\$0.00
4	3	1			\$0.00
4	4	1			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
5	6	1			\$0.00
Sub-Total					\$1,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$30,051.66
2	1	3			\$0.00
2	1	4			\$0.00
2	1	7			\$0.00
2	1	8	Headphones, light bulbs for projector		\$550.00
2	2	1			\$0.00

2	2	2			\$0.00
2	2	3			\$3,000.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	6	3			\$0.00
2	6	4			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
2	8	1			\$0.00
2	8	2			\$0.00
2	8	3			\$0.00
2	9	1			\$0.00
2	9	2			\$0.00
2	9	3			\$0.00
2	10	1			\$0.00
2	10	2			\$0.00
2	10	3			\$0.00

2	10	4			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	6	1			\$61,228.01
3	6	2			\$0.00
3	6	3			\$0.00
3	6	4			\$0.00
5	2	2			\$0.00
5	3	1			\$0.00
Sub-Total					\$94,829.67

199 - General Fund : Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8			\$500.00
2	5	1			\$400.00
2	6	1			\$0.00
2	7	1			\$400.00
2	9	1			\$400.00
2	10	1			\$0.00
3	1	2			\$1,000.00
3	6	3			\$500.00
Sub-Total					\$3,200.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$500.00
2	1	1			\$0.00
2	1	2			\$20,000.00

2	1	5		\$500.00
2	1	7	AVID Elementary Weekly Subscription	\$1,500.00
2	1	8	Classroom Projectors, IWB Boards, Student Computers	\$15,000.00
2	2	1		\$20,000.00
2	2	2		\$5,000.00
2	2	3		\$20,000.00
2	3	1		\$20,000.00
2	3	3		\$20,000.00
2	4	1		\$20,000.00
2	4	2		\$20,000.00
2	5	1		\$10,000.00
2	5	2		\$21,500.00
2	6	1		\$20,000.00
2	6	2		\$5,000.00
2	6	3		\$21,500.00
2	7	1		\$10,000.00
2	7	2		\$20,000.00
2	8	1		\$20,000.00
2	8	2		\$20,000.00
2	9	1		\$10,000.00
2	9	2		\$20,000.00
2	10	1		\$20,000.00
2	10	2		\$5,000.00
2	10	3		\$20,000.00
3	1	2		\$6,000.00
3	2	1		\$7,000.00
3	2	2		\$0.00
3	3	2		\$10,000.00

3	4	1			\$2,500.00
3	6	1			\$20,000.00
3	6	3			\$20,000.00
3	6	4			\$10,000.00
4	1	3			\$1,600.00
4	2	1			\$300.00
5	4	1			\$100.00
5	5	1			\$2,500.00
Sub-Total					\$465,500.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8			\$2,058.00
2	2	1			\$0.00
2	2	3			\$1,000.00
3	1	2			\$500.00
3	6	3			\$1,160.00
4	1	1			\$1,000.00
Sub-Total					\$5,718.00
Grand Total					\$570,247.67