

Socorro Independent School District
Escontrias Early Childhood Center
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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

Mission Statement

Escontrias Elementary will provide a safe learning environment for all students with the expectation that all students can and will succeed.

Vision

Tomorrow's Leaders Learning Today

The Escontrias educational community (faculty, staff, administration, parents, community members) will work collaboratively to achieve an academic environment of excellence where all students:

- are prepared academically for the next grade level,
 - develop a love for reading,
- develop intrinsic motivation and take on responsibility to learn and achieve goals,
 - are proud of their work and enjoy coming to school,
 - become higher order problem solvers and life-long learners,
- receive differentiated instruction and have equal opportunity for academic growth,
 - become proficient with using technology to enhance their learning,
- and develop self-discipline and skills that allow them to be a positive contributor in the classroom.

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Comprehensive Needs Assessment

Needs Assessment Overview

Escontrias school's strengths and needs are consistently revisited and evaluated by the school improvement team for progress towards achieving the five SISD strategic directions. Our objectives and strategies within these directions are focused on ensuring a safe academic environment and maintain a high quality education for all students. Escontrias is committed to continue developing partnerships with the community and parents in order to ensure student success. Our vision is to ultimately produce college and career ready students who are academically prepared to meet all district, state and national expectations.

Demographics

Demographics Summary

Students

Escontrias Early Childhood serves approximately 387 students from PreKindergarten through 1st grade. 180 students were female and 207 students were male. Ethnicity is 99.48% Hispanic-Latino, .26% Not Hispanic/Asian, and Not Hispanic/Black .26% . The number of students with special services include 36 identified with speech impairment, 3 autism, and 4 students coded with other health impairments. 218 (56.33%) of students are identified as limited english proficient (LEP), 352 (90.96%) economically disadvantaged, 283 (71.13%) at-risk, 0 students as migrant, 1 as immigrant, 0 dyslexia, and 4 students are military connected. The student population has been relatively stable based on previous 3 to 5 year demographics.

Student attendance for the 2017-2018 school year is 95.86% as compared to 95.85% rate of the previous school year. Attendance is encouraged through incentives and recognition every nine weeks. Students received free dress passes every month for perfect attendance and recognition during Paw Power Assemblies every nine weeks. Students who maintain perfect attendance the whole school year receive medals at our end of the year assembly.

Staff

Escontrias Early Childhood has approximately 17 teachers to serve PreKindergarten through 1st grade students with 6 to 7 classes per grade level. Class size averages approximately 20 to 22 students per class. The campus is supported with 4 Instructional Aides, 3 Special Education Teachers, 1 SCE Instructional Coach, 1 Assistant Principal, 1 Counselor, 2 Physical Education Coaches, 1 Nurse, 3 Office Personnel, 1 Permanent Substitute Teacher, 1 Parent Liaison, 1 Security Guard, 4 Food Service Personnel, 4 Custodial Staff and 5 Crossguards/Monitors.

Parents and Community

Escontrias is supported by a Parent Volunteer Program with approximately 10 consistent volunteers. Volunteers support the campus by preparing for special school functions that require decorating, distribution of treats, and sales. Volunteers also support teachers with bulletin boards and helping to supervise children during field trips.

Escontrias also invites fathers to participate in the Top Dogs Volunteer program coordinated by the counselor to provide extra security during school hours and parental involvement.

Demographics Strengths

- Students are motivated to receive incentives for monthly perfect attendance such as free dress day, 9 weeks Paw Power Assembly awards, and yearly

- medals and NBA (never been absent) incentives.
- ELL (english language learner) students are supported with one district funded instructional aide and one campus funded instructional aide who provide small group interventions with teacher collaboration. Title 1 funds are also coordinated to supplement instructional support with 3 additional instructional aides to support teachers to conduct small group interventions.
 - Campus has a designated full time security guard to ensures that the campus entries are secure and continuously monitors the surrounding for any possible security issues. Campus security coordinates with Top Dog Volunteers to support safety and security of campus.
 - Volunteers are provided with a room to complete tasks as requested by teachers.
 - Kinder and 1st Grade 2017-2018 student cohort increased their attendance rate from the 2016-2017 school year by .49% and .58% respectively.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall PreKinder through 1st Grade attendance rate for the 2017-2018 school year is 95.86% which does not show a significant overall change from the previous year. The district attendance goal for the campus is 97%. **Root Cause:** Despite the attendance rate increases from Kindergarten and 1st grade student cohorts in the 2017-2018 school year. Pre-Kindergarten student attendance continues to be the lowest on the campus at 95.24% and showed a .31% percent drop as compared to the previous school year.

Student Academic Achievement

Student Academic Achievement Summary

Spring 2017 TELPAS Data

Kindergarten Student Ratings for 79 LEP students:

- 1-Beginning = 37%
- 2-Intermediate = 35%
- 3-Advanced = 22%
- 4-Advanced High = 6%

Grade 1 Student Ratings for 68 LEP students:

- 1-Beginning = 9%
- 2-Intermediate = 49%
- 3-Advanced = 29%
- 4-Advanced High = 13%

2017-2018 End of Year iStation Data

Overall Kinder Reading:

- Tier 1 = 60%
- Tier 2 = 24%
- Tier 3 = 16%

Overall 1st Grade Reading:

- Tier 1 = 69%
- Tier 2 = 21%
- Tier 3 = 10%

Based on the above data for Escontrias Early Childhood students, the following observations can be made regarding student academic performance.

TELPAS data indicates an improvement in language skills for Limited English Proficient students from Kindergarten obtaining 28% Advanced or Advanced High compared to 42% of LEP students 1st Grade obtaining that rating. A need to continue improving English language skills through vocabulary development will allow further improvements in this assessment.

iStation data for Kindergarten students does indicate a greater need as those students enter 1st grade. 16% of 2017-2018 Kindergarten students are identified as Tier 3 as opposed to 10% of 1st grade students. This needs will require additional intervention supports for 1st grade at-risk students during the 2018-2019 school year.

Student Academic Achievement Strengths

- 2017-2018 1st Grade EOY iStation data indicates that 69% of students are overall Tier 1 at EOY which is a 6% increase from 2016-2017 EOY 1st grade data and a 7% improvement within the cohort of students as compared to their Kindergarten EOY data.
- Comprehension area of iStation has shown a significant 10% increase, 55% Tier 1 in 2016-2017 to 65% Tier 1 in 2017-2018.
- TELPAS data indicates that 42% of 1st grade students have an overall proficiency level of advanced and advanced high in Spring 2017 as opposed to 36% during the previous school year. In addition, 52% of 1st grade students progressed at least one proficiency level.
- TELPAS data indicates that 69% of 2nd grade LEP students progressed at least one proficiency level from 2016 to 2017 which is a 21 percentage point increase compared to the previous school year.
- Contributing factors of language growth include increased student interaction and collaboration being monitored through Fundamental Five walkthrough data, increased student use of technology intervention programs such as Lexia and Education Galaxy. increased use of interactive student notebooks and anchor charts as a student resource.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Considering the 10% increase in Tier 1 students in the area of iStation comprehension from 2016-2017 to 2017-2018, this area continuous to be an area of concern with 35% of students identified as Tier 2 and 3. **Root Cause:** Vocabulary is a key factor in comprehension and 32% of students struggle as Tier 2 and Tier 3 in this area. Academic language support needs improvement through the use of consistent SIOP strategies.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment

Escontrias is a third year AVID campus who is committed to incorporate and develop best practices through systems and strategies. The campus focus for implementation will include student organizational tools, positive and collaborative classroom environment, and authentic student reflection through discussion and journal writing. Staff development will continue to train teachers through the AVID Summer Institute and monthly campus AVID meetings.

Math curriculum is delivered through a 90 minute model that incorporates a high rigor lesson frame, frequent small group purposeful talk, hands on activities, and critical writing. Math resources focus on developing problem solving comprehension, higher order thinking and use of multiple strategies and tools to be successful. Students are also encouraged to participate in the U.I.L. Mental Math Team and Math Bee at the classroom, campus and district level competitions.

English Language Arts curriculum is delivered through a 90 minute balanced literacy model that also incorporates a high rigor lesson frame, frequent small group purposeful talk, hands on activities, and critical writing. Reading resources focus on developing a love for reading, higher order comprehension, and using Reading as a life long learning tool. Students are encouraged to read through Accelerated Reading goals that tracks reading habits and reading level progression. Students who reach their personalized goals are rewarded with Paw Power Award Assembly recognition and incentives every 9 weeks.

Science curriculum is delivered with hands on learning and access to science lab experiments and activities. Each grade level has access to a science lab where activities are prepared in advance with the support of an instructional aide. The need is for students to be exposed to academic science vocabulary and process the content with high quality hands on experience.

Escontrias is committed in developing Social Emotional Learning (SEL) to address student self-management, self-awareness, responsible decision making, relationship skills, and social awareness. These skills will be embedded into current strategies that address anti-bullying, positive mindset and student counseling.

Student progress and interventions at Escontrias is implemented through beginning, middle and end of school year district reading and math benchmarks. Students are tiered and coded at risk to ensure that interventions are implemented and documented. Tier 1 students are on par with academic progress and receive regular classroom instruction through balanced literacy and 90 minute math instructional models. Tier 2 students receive regular Tier 1 instruction along with small group interventions 3 times per week. Tier 3 students receive regular Tier 1 instruction along with intensive small group and one to one instruction. Small group and one to one instruction is provided by classroom teacher and instructional aides are used as support and guided through the supervision of classroom teachers and SCE Instructional Coach. Student progress from instructional interventions is monitored by classroom teacher data and visually represented through color coding in data room for collaborative professional learning community (PLC) discussion and problem solving.

Staff Recruiting and Support

Escontrias Teachers are supported with staff development throughout the school year. Teachers are provided with 5 staff development days before the school year starts, 1 full day after returning from winter intersession break, and 4 half day sessions during the months of August, September, October, and January. Staff development topics include Balanced Literacy, Fundamental Five, Cooperative Learning Strategies, SIOP, Critical Writing and Social Emotional Learning. A need to continue these staff development topics are identified through the student's academic success and continued growth as seen in the STAAR data. An emphasis in Social Emotional Learning is needed to improve the confidence and attitudes of at-risk students and to develop improved skills in solving social problems with their peers.

Technology

The goal at Escontrias is to create blended learning environment that allows students to use technology for differentiated and engaging instruction. WIN academy classrooms are taking the lead with project based instruction. Classroom computers are evaluated on a yearly basis to keep them operating on an up to date operating system to run the most current software applications. Options to for computer updates include converting to the district DVI system, upgrading memory and replacing of non-functional computers. Projectors are up to date as recommended by the district technology department. Access to technology in the classroom is a priority to support a blended learning environment and mobile laptop stations are in use for each classroom to have at least 5 devices for small group use and multiple laptop storage units are shared to facilitate whole group instruction with integrated technology.

Safety

Expectations for safety include checking in all visitors to verify nature of business and an electronic back ground check with official identification. The campus safety committee ensures that all district safety drills and procedures are followed. Systems are in place to provide feedback from all stakeholders to address specific campus needs and update campus safety plan.

The students emotional and physical safety is also a priority with anti-bullying systems that prevent and address incidents. Students meet as a class on a weekly basis and learn how to identify bullying and take on an appropriate role and inform adults. Students also have access to "Your Voice" box to anonymously report concerns. Social Emotional learning training for all campus staff and students is an identified need that needs to be addressed to provide tools that will ultimately prevent serious incidents from occurring.

School Processes & Programs Strengths

Curriculum Instruction and Assessment

- Regular classroom walkthroughs by administration has been successful in ensuring quality instruction and providing feedback through the Eduphoria and TTESS systems.
- RTI meetings have been successful with teachers providing documentation of steps taken for identified RTI students.
- Vertical teams have been successful in ensuring that all grade levels develop content area expertise, promote collaboration, and promote consistency

and aligned rigor among all grade levels.

- Full day planning is scheduled for grade level teachers prior to every nine weeks of instruction. The backward planning model is being used where teachers start the planning process by focusing on the end in mind. Unit test and comprehensive end of nine week assessments are inputted into the Eduphoria system for data analysis purposes.
- Vertical teams are established with every school year with one teacher per grade level becoming a representative for each content area. The team's purpose is to develop content area expertise, promote collaboration, and promote consistency and aligned rigor among all grade levels.
- ELAR instruction includes the incorporation of the following initiatives, programs and instructional models. -Fundamental Five Instructional Model - Balanced Literacy model (phonics, phonemic awareness, fluency, vocabulary, and comprehension instruction) -guided reading model -daily classroom interventions -extended day opportunities -AR Reading goals and incentives -Literacy Family Nights -Small group intervention lab -monitoring of Tier 2 & 3 growth with iStation Reading assessments -writing grade level alignment
- Math instruction includes the incorporation of the following initiatives, programs, and instructional models. -Fundamental Five Instructional Model - 90 minute model -guided math model -Small group intervention lab -Vertically aligned problem solving strategy -Math Night
- Science instruction includes the incorporation of the following initiatives, programs and instructional models. -Fundamental Five Instructional Model - Science night -integrated curriculum with Reading, Writing, Math -Development of multiple science labs supported by instructional aide. (Lab 1 for PreK through 1st grade, Lab 2 for 2nd grade, Lab 3 for 3rd & 4th grade, Lab 4 & 5 for departmentalized 5th grade cohorts)
- Reading instruction will be enhanced during the 2018-2019 school year through continuous staff development and teacher expectations established through the Fundamental Five instructional model and Balanced Literacy Models.

Technology

- Kinder through 5th grade classrooms have received a new CPU for main classroom computer connected to IWB.
- Classroom have been successful in completing iStation assessments in computer labs with improved efficiency. 100% of computer stations in 2 Early Childhood computer labs are using the zero clients to take advantage of the district VDI systems.
- 80% of Early Childhood classrooms have a designated laptop station with 6 laptops for class. Remaining classrooms with only shared access will receive their designated laptop stations at the beginning of the 2018-2019 school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: iStation data indicates an improvement from 18% to 16% of Kinder students identified as Tier 3 from May 2017 to May 2018 assessments. The goal is to have less than 10% of students at this level, therefore efforts will continue to achieve this goal. **Root Cause:** The data is reflective of student progress with phonemic awareness data and the need to strengthen Tier 1 instruction that addresses this academic area. 21% of Kindergarten students are identified as Tier 3 in this area as of May 2018 and improvement in this area will have a substantial impact on the overall tiering of students.

Perceptions

Perceptions Summary

Family and Community Engagement

The Escontrias learning community understands the importance of building a strong partnership with families and the extended community to provide a high quality education and enrichment opportunities to all students. As a campus parents are invited to attend monthly community family nights and quarterly student recognition assemblies known as Paw Power Awards. The role of the Parent Liaisons is to focus on communicating with all parents and facilitate weekly educational sessions that benefit the nurturing of their child. Administrators and Counselors have an open door policy and welcome parents to visit the campus to discuss any individual needs of their child. Escontrias also supports district wide initiatives such as the Family Latino Literacy Program and participation of parents on district committees such as the Superintendent Advisor and Health Advisor Committees.

Escontrias promotes the participation of parent volunteers to support campus goals. A parent volunteer coordinator is selected to work closely with administration to set expectations for both parents and school staff in order to develop a strong partnership. Top Dogs is an additional volunteer program that promotes fathers to participate as volunteers and focus on the security and safety of student on campus.

Partnerships with the community are critical for fundraising, student mentoring, and extra curricular activities. Local businesses are invited to meet with campus leadership members to determine the needs and goals that the partnership will focus on to benefit students and stakeholders.

School Culture and Climate

The Escontrias school culture is nurtured through implementation of Social Emotional Learning (SLE) and Positive Behavior Interventions and Supports (PBIS) systems. In addition, Escontrias is focused on the students growth and provides multiple opportunities to recognize their success through quarterly awards assemblies and monthly golden ticket incentives that students can receive on a daily basis. School culture is monitored through community, teacher and student surveys to ensure that the learning community relations are aligned with the campus vision.

Perceptions Strengths

Family and Community Engagement

- Campus wide communication tools such as website, grade level newsletter, monthly calendars, weekly all calls, and weekly handout routine has been successful in improving communication and will be continued.
- Monthly community activities scheduled during school hours such as Fly a Kite Day, and Plant a Flower Day have been successful to encourage parent involvement.

- Family Fun Nights that focus on providing enrichment activities in Reading, Math, Social Studies and Science have also been successful to expose parents to student curriculum expectations.
- Campus continues to encourage parent involvement through our Red-Ribbon Week, Career Day/Education “Go Get It” Week, Wellness Wednesdays, Earth Day Celebrations, Family Nights, as well as our Parent Volunteer Program.
- Parent Liaison workshops have been successful in providing training to parents on current topics that will support them in making informed decisions for their child.
- Escontrias will continue working with community partnerships to provide the following celebrations and incentives for student accomplishments. • PAW Power Assemblies • Dining with Dignity • Perfect Attendance Recognition and Initiatives • Achievers and Scholars Honor Roll • Most Improved Student Award • Accelerated Reader Initiatives • Terrific Kids Awards • Splash/ Field Day Celebration • End of year Celebration Field Trips

School Culture and Climate

- Campus office staff greets all visitors at the front door and follows district protocol to determine visitor’s identification, reason for visit and to determine the appropriate access to students and designated areas of the campus.
- All students participate in district aligned safety drills including fire drills, evacuation, reverse evacuation, lockdown, and shelter in place. Through these practice drills and faculty meeting trainings, teachers are prepared to lead students in responding in a prompt and effective manner.
- A safety committee is established with representatives from each grade level and support staff departments to evaluate, discuss and implement procedures for every emergency scenario deemed possible.
- Teachers, counselors and faculty are trained to implement the Olweus anti-bullying program through weekly lessons that teach students to interact appropriately and how to respond in a situation that could be a bullying situation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On a scale from 1 through 4, teachers and staff have rated a 2.72 that adequate disciplinary measures are used to deal with disruptive behavior. Our goal is to obtain a rating of 3 which indicates an average of "Agree" and "Strongly Agree" **Root Cause:** The perception cause is based on the need for increased feedback and collaboration with teachers to monitor progress with discipline and PBIS support systems.

Priority Problem Statements

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
- Effective Schools Framework 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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, Escontrias will fulfill 100% of the district requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 1: Scheduled drills will be documented to ensure that drills are conducted in a timely manner with sign in sheets of trainings and recorded documentation of each drill conducted.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue performance objective according to district requirements.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 6 1) Campus safety committee will lead, implement and review the district aligned safety drill training, audits and campus visitor policy including the Hall Pass system.	2.4, 2.6	Safety Committee (administration and grade level representatives)	Keep students, staff and community safe on campus.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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, Escontrias will decrease the number of student referrals for all grade levels by 10% from 20 to 18.

Evaluation Data Source(s) 2: Office referrals sent to administration for all severe incidents and minor incidents after classroom discipline plan has been exhausted.

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: Ending the year with 24 office referrals. Continued training on PBIS program and add new goal and strategy to SEL program.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Campus safety committee will lead, implement and review the Olweus anti-bullying program and discipline management program including Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) strategies. Resources will include Top 20 Master Teacher Curriculum.</p>	2.4, 2.6	Safety Committee (administration and grade level representatives)	Ensure a safe and positive learning environment.			
<p>Funding Sources: 211 - Title I, Part A - 1500.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 1: For the 2018-2019 school year, the percentage of Kindergarten and 1st grade Tier 1 students will increase by 5 percentage points according to iStation data in the areas of 1st grade reading comprehension (65% to 70%), Kindergarten phonemic awareness (58% to 63%) and Kindergarten vocabulary (66% to 71%)

Evaluation Data Source(s) 1: Monthly iStation reports including BOY, MOY and EOY at risk data.

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: Implement new ELAR TEKS and monitor individual student growth through monthly RTI meetings.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement Fundamental 5 strategies within the balanced literacy model. Monitor progress of at-risk students through monthly vocabulary assessments. Provide targeted small group interventions during after school and intersession tutoring, Saturdays, and summer. Provide instructional support to classrooms through the use of instructional aides.</p>	2.4, 2.5, 2.6	Administration, SCEI Coach, Teachers	Increased reading fluency, comprehension and use of academic vocabulary.			
Funding Sources: 199 - General Fund: SCE - 35238.00, 211 - Title I, Part A - 23427.00, 199 - General Fund: Bilingual - 10000.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) The campus library will continue to be developed by purchasing additional library books that support instruction across all content areas and family reading at home.</p>	2.4, 2.6	Administration, Library Media Specialist	Increased library book circulation, student reading level growth, family involvement			
Funding Sources: 211 - Title I, Part A - 3000.00						

<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Classroom teachers will evaluate individual student ELAR (Reading and Writing) needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading and Writing data will be collected through screening assessment tools and weekly performance assessments. Students will be identified and provided interventions based on a 3 Tier model system. Tier 2 and 3 student data will be monitored on a weekly basis. Resources will include Lakeshore Learning, Motivation Reading, Kamico, Scholastic Book Flix, Magazine Subscriptions such as USA Studies Weekly, StarFall, Lone Star Learning Target the Question, Nine Enterprises (Johnny Can Spell), Lexia, Quick Word Handbooks from Curriculum Associates and Lakeshore Vocabulary Journals . Appropriate dictionaries will also be used to support and develop vocabulary development.</p>	2.4, 2.5, 2.6	Administration, Classroom Teachers, SCEI coach	Academic progress of students identified as Tier 2 and 3.			
<p>Funding Sources: 211 - Title I, Part A - 8000.00, 199 - General Fund: SCE - 8200.00</p>						
<p> = Accomplished = No Progress = Discontinue</p>						

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

Performance Objective 2: For the 2018-2019 school year, 100% of Escontrias students will have access to computer labs classrooms and computer stations within the classroom for developing a blended learning environment.

Evaluation Data Source(s) 2: Student technology projects, computer intervention usage reports

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue updating technology items to maintain student access

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Evaluate classrooms to ensure a quality learning environment with properly functioning technology including student computers, tablets, projectors, document cameras, mobile devices, listening centers and internet connectivity.</p>	2.4, 2.6	Administration, Library Media Specialist	Improved use and access of technology to enhance student learning and higher order skills			
<p>Funding Sources: 211 - Title I, Part A - 21000.00, 199 - General Fund: Bilingual - 6000.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 3: For the 2018-2019 school year, Escontrias will improve its state assessment average in Science from 84.4% to 90% approaches grade level, 46.3% to 50% meets grade level, and 17% to 21% masters grade level.

Evaluation Data Source(s) 3: Spring 2018 STAAR data, Spring 2018 district benchmark

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue Science curriculum alignment in lower grades and support grade level implementation of hands on Science Lab lessons.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Instructional Leadership Team will support classroom Science instruction by creating a science lab to provide hands on scientific investigations. Science lab equipment and STEMscope software will be purchased. Support from a temporary instructional aide will be provided.	2.4, 2.5, 2.6	Teachers, Administration	Improved students academic performance in Science across all grade levels			
	Funding Sources: 211 - Title I, Part A - 7500.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 1: For the 2018-2019 school year, 100% of teachers will demonstrate a minimum of a "Proficient" overall rating as measured by T-TESS.

Evaluation Data Source(s) 1: T-TESS evaluations, T-TESS walkthroughs, Fundamental 5 walkthrough data

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue staff development as measured by TTESS expectations

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) Classroom teachers will be provided with professional development on research based best practices that support engaging higher order instruction and social emotional learning strategies.</p>	2.4, 2.6	Administration, SCEI Coach	Student centered instruction			
Funding Sources: 211 - Title I, Part A - 4000.00						
<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) Instructional leadership team and classroom teachers will collaboratively evaluate current practices, programs, and systems to adjust, plan and implement ongoing staff development that will be provided at a minimum of 2 times monthly. Staff development will include DI (differentiated instruction), Thinking Maps, Balanced Reading and AVID Summer Institute Conference.</p>	2.4, 2.6	Instructional Leadership Team (Administrators, Counselors, Instructional Coaches, Special Program Representatives)	Implementation of current best practices that support student academic and emotional success.			
Funding Sources: 199 - General Fund: SCE - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 1: During the 2018-2019 school year, Escontrias will increase the number of collaborative educational involvement activities and events for parents and community members by 3% as compared to the to the prior school year, to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Parents participation sign in sheets and reports

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue family engagement trainings through parent liaison collaboration

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Parent Liaisons, faculty, staff and administration will provide educational involvement activities and events for parents and community members on current issues and trends that affect students' safety in the social, emotional, physical and educational setting to include parent conferences. Parent Liaisons will be trained to develop their knowledge and presentation skills. Technology such as a laptop device will be needed to create and present information to parents. Activities will include: refreshments, supplies and materials for family frameworks and parent meetings.</p>	3.1, 3.2	Administration, Parent Liaisons, Counselors	Increased family involvement with student learning			
<p>Funding Sources: 211 - Title I, Part A - 2000.00, 199 - General Fund: SCE - 17500.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 1: For the 2018-2019 school year, the attendance rate for students at Escontrias Early Childhood will increase its attendance rate from 95.86% to 96.5%

Evaluation Data Source(s) 1: Monthly attendance reports

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: Provide additional administrative support at monthly attendance committee meetings. Identify Tier 2 and 3 attendance students to provide beginning of year support to families.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 4 CSF 5</p> <p>1) The campus attendance committee will meet on a monthly basis to lead, implement and review attendance initiatives that provide incentives and accountability for students and parents.</p>	2.4, 2.6	Administration, teachers, PEIMS clerk	Improved student attendance			
Funding Sources: 199 - General - 1000.00						
= Accomplished = No Progress = Discontinue						

State Compensatory

Budget for Escontrias Early Childhood Center:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.110.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$10,923.75
199.11.6118.00.110.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$5,320.00
199.11.6119.00.110.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,014.00
199.12.6129.00.110.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$9,331.00
199.11.6129.00.110.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$18,278.00
199.11.6141.00.110.7.30.0.00.	6141 Social Security/Medicare	\$1,158.00
199.12.6141.00.110.7.30.0.00.	6141 Social Security/Medicare	\$135.00
199.11.6142.00.110.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.12.6142.00.110.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.110.7.30.0.00.	6143 Workers' Compensation	\$352.00
199.12.6143.00.110.7.30.0.00.	6143 Workers' Compensation	\$41.00
199.11.6146.00.110.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,103.00
199.11.6146.00.110.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$116.00
199.12.6146.00.110.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$50.00
199.11.6149.00.110.7.30.0.00.	6149 Employee Benefits	\$1,072.00
199.11.6149.00.110.7.30.5.00.	6149 Employee Benefits	\$29.00
199.11.6149.00.110.7.30.9.00.	6149 Employee Benefits	\$125.00
199.12.6149.00.110.7.30.0.00.	6149 Employee Benefits	\$140.00
6100 Subtotal:		\$122,740.75
6200 Professional and Contracted Services		

199.11.6299.00.110.7.30.9.00.	6299 Miscellaneous Contracted Services	\$2,215.12
		6200 Subtotal: \$2,215.12
6300 Supplies and Services		
199.11.6329.00.110.7.30.9.00.	6329 Reading Materials	\$7,559.85
199.11.6399.00.110.7.30.9.00.	6399 General Supplies	\$651.28
		6300 Subtotal: \$8,211.13
6400 Other Operating Costs		
199.11.6494.00.110.7.30.9.00.	6494 Reclassified Transportation Expenses	\$2,200.00
		6400 Subtotal: \$2,200.00

Personnel for Escontrias Early Childhood Center:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rocio Garcia	Library Aide	SCE	.50
Sasha Dayer	SCEI Coach	SCE	1
Susana Torres	At-Risk Instructional Aide	SCE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal Santillan	TIA	Title I	1
Hilda Saldivar	TIA	Title I	1
Luisa Esquivel	TIA	Title I	1
Sara Chavez	Parent Liaison	Title I	1

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Administrator	Jesse Aguirre	Principal
Classroom Teacher	Stephanie Morales	Kindergarten Teacher
Classroom Teacher	Arcelia Robles	1st Grade Teacher
Classroom Teacher	Carlos Andrade	2nd Grade Teacher
Classroom Teacher	Gabriela Soto	3rd Grade Teacher
Classroom Teacher	Cynthia Gorges	4th Grade Teacher
Classroom Teacher	Karina Beltran	5th Grade Teacher
Classroom Teacher	Veronica Arellanes	PreK Teacher
District-level Professional	Liz Marquez	Instructional Specialist
Community Representative	Michelle Gonzalez	Community Representative
Parent	Angelica Apodaca	Parent

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Incentives		\$1,000.00
Sub-Total					\$1,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Extra Duty Pay		\$27,238.00
2	1	1	Tier 3 Intervention Kit		\$8,000.00
2	1	3	Intervention Materials		\$8,200.00
3	1	2	SCE Instructional Coach 1 FTE		\$0.00
4	1	1	Parent Liaison - Title 1: \$17,500 (1 FTE)		\$17,500.00
Sub-Total					\$60,938.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SEL student curriculum		\$1,500.00
2	1	1	Instructional Aides		\$20,000.00
2	1	1			\$3,427.00
2	1	2	library books		\$3,000.00
2	1	3	Screening assesement tools		\$8,000.00
2	2	1	technology hardware		\$21,000.00
2	3	1	STEMScopes Software		\$1,500.00
2	3	1	Temporary Instructional Aide		\$6,000.00
3	1	1	Staff Development		\$2,000.00
3	1	1	Substitutes for Staff Development		\$1,000.00
3	1	1	Staff Develoment Materials		\$1,000.00
4	1	1	Parent supplies, refreshment		\$1,000.00

4	1	1	presentation materials		\$1,000.00
Sub-Total					\$70,427.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional Aide		\$10,000.00
2	2	1	technology hardware		\$6,000.00
Sub-Total					\$16,000.00
Grand Total					\$148,365.00