

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

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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

Mission Statement

Escontrias 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 Elementary serves approximately 584 students from 2nd through 5th grade. 289 students were female and 295 students were male. Ethnicity is 98.63% Hispanic-Latino, 1.20% White and .17% American Indian/Alaskan. The number of students with special services include 9 identified with speech impairment, 26 learning disability and 5 students coded with other health impairments. 41.44% of students are identified as limited english proficient (LEP), 90.58% economically disadvantaged, 8.22% special education, 13 students identified as homeless, 59.76% at-risk, 0 students as migrant, 22 as immigrant, 5 dyslexia, 2 are military connected and 22 as gifted and talented. The student population has been relatively stable based on previous 3 to 5 year demographics.

Student attendance for the 2017-2018 school year is 96.84% as compared to 97% 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 Elementary has approximately 30 teachers to serve 2nd through 5th grade students with 6 to 8 classes per grade level. Class size averages approximately 20 to 22 students per class for 2nd through 4th grade and approximately 22 to 25 students for 5th grade. The campus is supported with 5 Instructional Aides, 4 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, 6 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.
- 2nd and 4th Grade 2017-2018 student cohort increased their attendance rate from the 2016-2017 school year by .4% and .24% respectively.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The 3rd grade student cohort attendance rate for the 2017-2018 school year dropped from the previous year by .22% (96.77% to 96.55%). In addition, the grade level continues to have the lowest rate as compared to 2nd through 5th grade levels. **Root Cause:** Students who enter the 3rd grade require different strategies as they transition from 2nd grade to reduce stress, encourage and motivate to attend school every day.

Student Academic Achievement

Student Academic Achievement Summary

2017-2018 STAAR Data

2017-2018 Grade 3 Reading STAAR Percent Approaching Grade Level

All Students (149 students) = 82% (+7% from 2016-2017)
Limited English Proficient (66 students) = 79% (+4% from 2016-2017)
Special Education (14 students) = 40% (+7% from 2016-2017)
Economic Disadvantaged (139 students) = 81% (+10% from 2016-2017)
At-Risk (99 students) = 73% (+6% from 2016-2017)

2017-2018 Grade 3 Math STAAR Percent Approaching Grade Level

All Students (150 students) = 84 (+5% from 2016-2017)
Limited English Proficient (67 students) = 86% (+9% from 2016-2017)
Special Education (15 students) = 60% (+27% from 2016-2017)
Economic Disadvantaged (140 students) = 83% (+7% from 2016-2017)
At-Risk (92 students) = 79% (+9% from 2016-2017)

2017-2018 Grade 4 Reading STAAR Percent Approaching Grade Level

All Students (130 students) = 73% (-2% from 2016-2017) (-2% as a cohort)
Limited English Proficient (52 students) = 65% (+5% from 2016-2017) (-10% as a cohort)
Special Education (9 students) = 44% (+11% from 2016-2017) (+11% as a cohort)
Economic Disadvantaged (115 students) = 71% (-3% from 2016-2017) (0% as a cohort)
At-Risk (79 students) = 57% (-1% from 2016-2017) (-10% as a cohort)

2017-2018 Grade 4 Writing STAAR Percent Approaching Grade Level

All Students (129 students) = 66% (-12% from 2016-2017)
Limited English Proficient (52 students) = 58% (-10% from 2016-2017)
Special Education (9 students) = 11% (+3% from 2016-2017)
Economic Disadvantaged (114 students) = 65% (-12% from 2016-2017)
At-Risk (79 students) = 49% (-13% from 2016-2017)

2017-2018 Grade 4 Math STAAR Percent Approaching Grade Level

All Students (130 students) = 77% (-12% from 2016-2017) (-2% as a cohort)
Limited English Proficient (52 students) = 71% (-17% from 2016-2017) (-6% as a cohort)
Special Education (9 students) = 67% (+9% from 2016-2017) (+34% as a cohort)
Economic Disadvantaged (115 students) = 77% (-11% from 2016-2017) (-1% as a cohort)
At-Risk (79 students) = 66% (-15% from 2016-2017) (-4% as a cohort)

2017-2018 Grade 5 Reading STAAR Percent Approaching Grade Level

All Students (159 students) = 82% (-4% from 2016-2017) (+7% as a cohort)
Limited English Proficient (51 students) = 65% (-6% from 2016-2017) (+5% as a cohort)
Special Education (12 students) = 50% (-5% from 2016-2017) (+17% as a cohort)
Economic Disadvantaged (146 students) = 81% (-3% from 2016-2017) (+7% as a cohort)
At-Risk (86 students) = 69% (-5% from 2016-2017) (+11% as a cohort)

2017-2018 Grade 5 Math STAAR Percent Approaching Grade Level

All Students (159 students) = 97% (+2% from 2016-2017) (+8% as a cohort)
Limited English Proficient (51 students) = 96% (+9% from 2016-2017) (+8% as a cohort)
Special Education (12 students) = 100% (+9% from 2016-2017) (+42% as a cohort)
Economic Disadvantaged (146 students) = 99% (+5% from 2016-2017) (+11% as a cohort)
At-Risk (86 students) = 95% (+6% from 2016-2017) (+14% as a cohort)

2017-2018 Grade 5 Science STAAR Approaching Grade Level

All Students (157 students) = 82% (-3% from 2016-2017)
Limited English Proficient (50 students) = 71% (+4% from 2016-2017)
Special Education (14 students) = 29% (-44% from 2016-2017)
Economic Disadvantaged (146 students) = 81% (-2% from 2016-2017)
At-Risk (85 students) = 69% (-4% from 2016-2017)

2017-2018 TELPAS Data

Grade 2 Student Ratings for 72 LEP students:

1-Beginning = 8%
2-Intermediate = 26%
3-Advanced = 40%
4-Advanced High = 25%

Grade 3 Students Ratings for 60 LEP students:

1-Beginning = 2%
2-Intermediate = 22%
3-Advanced = 40%
4-Advanced High = 37%

Grade 4 Students Ratings for 54 LEP students:

1-Beginning = 4%
2-Intermediate = 20%
3-Advanced = 48%
4-Advanced High = 28%

Grade 5 Students Ratings for 46 LEP students:

1-Beginning = 11%
2-Intermediate = 11%
3-Advanced = 39%

4-Advanced High = 39%

Based on the data above, the following observations can be made regarding student academic performance.

TELPAS data indicates a gradual reduction of the number of students coded as Limited English Proficient from 2nd to 5th grade. This indicates that students are exiting the Bilingual program and being monitored as a recent exited student. During the 2016-2017 school year, 72 second grade students were coded LEP as opposed to 46 fifth grade students. The data also indicates a percentage increase of LEP students scoring Advanced and Advanced High from 65% in 2nd grade to 78% in 5th grade. Despite the reduction of students coded LEP in 5th grade, 22% of those students are scoring Beginning and Intermediate which shows a campus need that needs to be addressed to prepare students for middle and high school assessments offered in English only versions.

Math STAAR data indicates an overall 1.8% decrease from 88.7% to 86.9% for 3rd through 5th grade from the previous year. The district elementary Math average is 86.9%, which puts Escontrias 1.8% above the district. Weaknesses to address in Math include 4th grade at risk students with 66%, 4th grade LEP with 71%, 4th grade SPED with 67%. Math 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 Guided Math.

Reading STAAR data indicates a slight drop from 79.4% to 79.1% for 3rd through 5th grade from the previous year. The district elementary Reading average is 80.5%, which is 1.1% below the district. Weaknesses to address in Reading include 4th grade at-risk students with 57%, 4th grade LEP with 71%, 4th grade SPED with 44%, 5th grade LEP with 65%, 5th grade SPED with 50%, and 5th grade at risk with 69%. 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. In addition, staff development to continue high order instruction will focus on ensuring that LEP, SPED and at-risk students are monitored closely to make needed adjustments in Tier 1 instruction and small group interventions.

Writing STAAR data indicates a drop of 12% to 66% for 4th grade from the previous year. The district average is 73.3%, which ranks Escontrias at 5.8% above the average. Weaknesses to address include LEP students with 58%, SPED with 11%, and 4th grade at risk with 49%. ELAR instruction will be enhanced with a focus on developing knowledge and use of academic vocabulary through exposure of rich and engaging text.

Science STAAR data indicates a decrease of 3% to 82% for 5th grade from the previous year. The district average is 85.6%, that ranks Escontrias approximately at the district average. Weaknesses to address include 5th grade LEP and SPED students with 71% and 29% respectively. Science instruction will continue to develop with a focus on science vocabulary and hands on lab experiences.

Student Academic Achievement Strengths

- Overall STAAR Math data for students grade 3 through grade 5 is at 86.9% in 2017-2018.
- STAAR Math Masters Grade Level performance for 3rd through 5th is 22.7% in 2017-2018.
- STAAR Science data for 5th grade students is at 82% in 2017-2018.
- 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.
- TELPAS data indicates that 50% of 5th grade LEP students progressed at least one proficiency level from 2016 to 2017 which is a 26 percentage point increase compared to the previous year.

- TELPAS data indicates that 57% of LEP students from 2nd through 5th grade have progressed at least one proficiency level from 2016 to 2017 which is a 12 percentage point increase from the previous year. Contributing factors 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: TELPAS data indicates that 47% of 4th grade LEP students progressed at least one proficiency level from 2016 to 2017 as opposed to the 57% combined school average (2nd through 5th grade). **Root Cause:** Students are in need of increased exposure to rich vocabulary through high interest reading resources that include graphics and higher order interactive text to process and create connections for comprehension and memory retention.

Problem Statement 2: Reading STAAR data indicates a slight drop in students approaching grade level from 79.4% in 2016-2017 to 79.1% during the 2017-2018 school year. **Root Cause:** At Risk students scored significantly lower than non-at risk students (3rd=73%, 4th=57%, 5th=69%) and are in need of improved Tier 1 instruction with closer monitoring of interventions to determine adjustments in higher order instruction that ensure success.

Problem Statement 3: Writing STAAR data indicates a 12% drop in students approaching grade level from 78% in 2016-2017 to 66% during the 2017-2018 school year. **Root Cause:** 4th Grade LEP and SPED students scored significantly lower 58% and 11% respectively and are in need of improved Tier 1 instruction with closer monitoring of interventions to determine adjustments in higher order instruction that ensure success.

Problem Statement 4: 45.9% of 3rd through 5th grade SPED students are at Approaching level for Reading. **Root Cause:** Need for Tier 3 intervention covering foundational skills such as fluency, phonemic awareness, decoding, sight words in grades 3 - 5.

Problem Statement 5: 28.6% of SPED students are at Approaching level for 5th Grade Science **Root Cause:** Improvement with 2nd through 4th grade classrooms attending Science lab classes with fidelity is needed.

Problem Statement 6: 20% of SPED students are at Approaching level for 4th Grade Writing **Root Cause:** Improvement with 2nd and 3rd grade ELAR including the formal Writing process with fidelity is needed.

Problem Statement 7: 33% of SPED Year After Exit students are at Approaching level for 4th Grade Writing **Root Cause:** Improvement with 2nd and 3rd grade ELAR including the formal Writing process with fidelity is needed.

Problem Statement 8: 56.3% of Bilingual Served students are at Approaching level for 4th Writing **Root Cause:** Improvement with 2nd and 3rd grade ELAR including the formal Writing process with fidelity is needed.

Problem Statement 9: 0% of Denial students are at Approaching level for 5th Science **Root Cause:** Improvement with 2nd through 4th grade classrooms attending Science lab classes with fidelity is needed.

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 designated as a WIN Academy site for 2nd through 5th grade. One classroom per grade level is designated as a WIN class to serve the most at-risk students with accelerated instruction through extended day, extended week, and extended year instruction. Students in WIN classrooms are also provided with additional instructional excursions and access to technology devices in order to facilitate individualized instruction and project based learning.

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 Literary 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 -Library Club Members -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 - extended day opportunities -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)

Technology

- Kinder through 5th grade classrooms have received a new CPU for main classroom computer connected to IWB.
- Laptops for each grade are available for whole group and small group instruction.
- Classroom have been successful in completing iStation assessments in computer labs with improved efficiency from previous years. 100% of computer stations in 4 different computer labs are using the zero clients to take advantage of the district VDI systems.

Computers at the elementary library are available for students before school at 7:00 AM to complete Accelerated Reading assessments, the support lab with approximately 25 computers are also available at 7:00 AM for students needing homework support. Computers at the elementary library are also available after school, Monday through Friday, from 3:15 to 4:00 PM.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: iStation data indicates that 34% of 2nd Grade students were Tier 2 & 3 during the May 2018 which is an improvement from May 2017 with 36% Tier 2 and 3. The goal is to have less than 80% or greater of students at Tier 1 levels by the the end of the school year. **Root Cause:** The data is reflective of student progress with vocabulary data and the need to strengthen Tier 1 instruction that addresses this academic area.

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 2.82 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.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- 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:


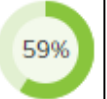



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 6 1) The campus safety committee will meet on a monthly basis to lead, implement and review the district aligned safety drill training, audits and campus visitor policy including the Hall Pass system.	2.4, 2.6	Safety Committee (administration and grade level representatives)	Keep students, staff and community safe on campus.			
= 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, 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:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors 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, CIS coordinator and grade level representatives)	Ensure a safe and positive learning environment.			
<p>Funding Sources: 211 - Title I, Part A - 1500.00</p>						
<p style="text-align: center;">  = 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, Escontrias will improve its state assessment average in Reading from 82.4% to 87% approaching grade level, 51.1% to 56% meeting grade level, and 23.2% to 28% masters grade level for all 3rd through 5th grade students.

Evaluation Data Source(s) 1: Spring 2019 STAAR data, Spring 2019 district benchmark

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy PBMAS TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Classroom teachers will evaluate individual student Reading needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading 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. Tier 3 students who need fundamental skills will be served 3 times a week during intervention period, after school and intersession. Resources will include library book upgrades, Motivation Reading, Kamico Reading Diagnostic, Lone Star Target Reading, Education Galaxy, Renaissance AR Reading and Nine Enterprises (Johnny Can Spell) GF Educator Material, Scholastic Phonics, Curriculum Associates, ECS Learning Systems, Lakeshore Learning, Lexia, Kagan, and STAAR Master . Appropriate dictionaries will also be used to support and develop vocabulary development.</p>	2.4, 2.5, 2.6	administration, SCEI coach, classroom teachers	Improved students academic performance in Reading across all grade levels.			
<p>Funding Sources: 211 - Title I, Part A - 13000.00, 199 - General Fund: Bilingual - 1000.00, 199 - General Fund: SCE - 2000.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) 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. 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.			
<p>Funding Sources: 211 - Title I, Part A - 24000.00, 199 - General Fund: Bilingual - 12000.00, 199 - General Fund: SCE - 20000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>3) 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, 2.5, 2.6	Administration, Library Media Specialist	Increased library book circulation, student reading level growth, family involvement			
<p>Funding Sources: 211 - Title I, Part A - 3000.00</p>						
<p style="text-align: center;"> = 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, Escontrias will improve its state assessment average for Special Education 3rd through 5th grade students in the Reading from 62.6% to 67% approaching grade level, 17.2% to 22% meeting grade level, and 0% to 5% mastering grade level.

Evaluation Data Source(s) 2: Weekly Assessments, 9 week assessments, Spring 2019 STAAR data, Spring 2019 district benchmark

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Special education teachers will evaluate individual student Reading needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading data will be collected through screening assessment tools and weekly performance assessments. Students will be monitored on a weekly basis. Resources will include Motivation Reading, Kamico Reading Diagnostic, Lone Star Target Reading, Education Galaxy, Renaissance AR Reading and Nine Enterprises (Johnny Can Spell) GF Educator Material, Scholastic Phonics, Curriculum Associates, ECS Learning Systems, Lakeshore Learning and STAAR Master . Appropriate dictionaries will also be used to support and develop vocabulary development.</p>	2.4, 2.5, 2.6	Administration, Special Education Teachers	Improve academic performance of special education students in the area of reading			
<p>Funding Sources: 199 - General Fund : Special Education - 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 2018-19 school year, Escontrias will improve its state assessment average in Mathematics from 87.6% to 92% approaching grade level, 54.2% to 59% meeting grade level, and 23.5% to 28% mastering grade level all 3rd through 5th grade students

Evaluation Data Source(s) 3: Spring 2019 STAAR data, Spring 2019 district benchmark

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Classroom teachers will evaluate individual student Math needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Math data will be collected through screening assessment tools, weekly performance assessments, and documented teacher observation. Students will be identified and provided interventions based on a 3 Tier model system. Resources will include Motivation Math, Math Warm Ups, Lone Star Target, Education Galaxy, Peoples Education STAAR Math, STAAR Master, ECS Learning Systems and Measuring Up STAAR practice.</p>	2.4, 2.6	classroom teachers, administration	Improved students academic performance in Mathematics across all grade levels.			
<p>Funding Sources: 211 - Title I, Part A - 8000.00, 199 - General Fund: Bilingual - 1000.00, 199 - General Fund: SCE - 2000.00</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 4: 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) 4: Spring 2018 STAAR data, Spring 2018 district benchmark

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Classroom teachers will evaluate individual student Science data to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Science data will be collected through weekly performance assessments, and documented teacher observation. Resources to purchase will include Motivation Science, Forde Ferrier Science, Education Galaxy, Carolina Biological Supply and STEMSCOPES.</p>	2.4, 2.5, 2.6	Classroom teachers, administration	Improved students academic performance in Science across all grade levels.			
<p>Funding Sources: 211 - Title I, Part A - 2000.00, 199 - General Fund: Bilingual - 1000.00, 199 - General Fund: SCE - 2000.00</p>						
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Instructional Leadership Team will support classroom Science instruction by creating a science lab to provide hands on scientific investigations. Science Lab equipment will be purchased and support from a temporary instructional aide will be provided. All classes will attend Science Lab on a weekly basis.</p>	2.4, 2.5, 2.6	Administrators, SCEI Coaches, Teachers	Improved students academic performance in Science across all grade levels.			
<p>Funding Sources: 211 - Title I, Part A - 13200.00, 199 - General Fund: SCE - 1200.00</p>						
<p style="text-align: center;"> = 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 5: For the 2018-2019 school year, Escontrias will improve its state assessment average in Writing from 66.9% to 75% approaching grade level, 44.9% to 50% meeting grade level, and 6.3% to 11% mastering grade level for 4th grade students.

Evaluation Data Source(s) 5: Spring 2019 STAAR data, Spring 2019 district benchmark

Summative Evaluation 5:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Classroom teachers will evaluate individual student Writing needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Writing data will be collected through weekly performance assessments, and documented teacher observation. Resources will include Curriculum Associates Writing STAAR Ready, Empowering Writer, Lakeshore Learning and Kamico Writing Diagnostic. Appropriate dictionaries will also be used to support and develop vocabulary development.</p>	2.4, 2.5, 2.6	classroom teachers, administration, SCEI coach	Improved students academic performance in Writing across all grade levels.			
<p>Funding Sources: 211 - Title I, Part A - 6000.00, 199 - General Fund: SCE - 500.00</p>						
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Instructional Leadership Team will support classroom Writing instruction in grades 2 and 3 by creating a Writing Lab to provide engaging lessons that introduce and reinforce the writing process. All 2nd and 3rd classes will attend Writing Lab on a weekly basis.</p>	2.4, 2.5, 2.6	Administrators, SCEI Coaches, Teachers	Improved students academic performance in Writing across all grade levels.			
<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 6: For the 2018-2019 school year, 100% of Escontrias students will have access to computer labs classrooms and computer or laptop stations within the classroom for developing a blended learning environment.

Evaluation Data Source(s) 6: Student technology projects, computer intervention usage reports

Summative Evaluation 6:

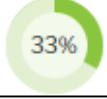
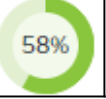


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Evaluated classrooms to ensure a quality learning environment with properly functioning technology including student computers, tablets, projectors, mobile devices, document cameras, 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 - 18000.00</p>						
<p>  = Accomplished  = No Progress  = Discontinue </p>						

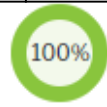
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 7: For the 2018-2019 school year, Escontrias will improve its state assessment average for English Language Learners in 3rd through 5th grade Reading from 72.3% to 77% approaching grade level, 33.4% to 38% meeting grade level, and 39.1% to 44% mastering grade level.

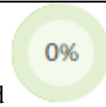
Evaluation Data Source(s) 7: Weekly Assessments, 9 week assessments, Spring 2019 STAAR data, Spring 2019 district benchmark

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Bilingual certified teachers will evaluate individual student Reading needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading data will be collected through screening assessment tools and weekly performance assessments. Students will be monitored on a weekly basis. Resources will include Motivation Reading, Kamico Reading Diagnostic, Lone Star Target Reading, Education Galaxy, Renaissance AR Reading and Nine Enterprises (Johnny Can Spell) GF Educator Material, Scholastic Phonics, Curriculum Associates, ECS Learning Systems, Lakeshore Learning and STAAR Master . Appropriate dictionaries will also be used to support and develop vocabulary development.</p>	2.4, 2.5, 2.6	Administration, Bilingual Certified Teachers	Improve academic performance of Limited English Proficient students in the area of Reading			
Funding Sources: 199 - General Fund: Bilingual - 10000.00						
<p>PBMAS</p> <p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Classrooms serving ELs will implement Rosetta Stone software usage for English language and vocabulary development. Students will use weekly as a whole group and individually in the classroom as differentiated intervention.</p>	2.4, 2.5, 2.6	Administration, Bilingual Certified Teachers	Improve academic performance of Limited English Proficient students in the area of Reading and Writing			



= Accomplished



= No Progress



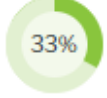




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Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 8: For the 2018-2019 school year, Escontrias will improve its state assessment average for At-Risk coded students in grades 3rd through 5th in the area of Reading from 65% to 70% approaching grade level, 30.5% to 35% meeting grade level, and 12.5% to 17% mastering grade level.

Evaluation Data Source(s) 8: Weekly Assessments, 9 week assessments, Spring 2019 STAAR data, Spring 2019 district benchmark

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Bilingual certified teachers will evaluate individual student Reading needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading data will be collected through screening assessment tools and weekly performance assessments. Students will be monitored on a weekly basis. Resources will include Motivation Reading, Kamico Reading Diagnostic, Lone Star Target Reading, Education Galaxy, Renaissance AR Reading and Nine Enterprises (Johnny Can Spell) GF Educator Material, Scholastic Phonics, Curriculum Associates, ECS Learning Systems, Lakeshore Learning and STAAR Master . Appropriate dictionaries will also be used to support and develop vocabulary development.</p>	2.4, 2.5, 2.6	Administration, Teachers, SCEI Coach	Improve academic performance of At-Risk coded students in the area of Reading			
<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 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Classroom teachers will be provided 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 - 4500.00					
<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:

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) CIS coordinator, 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. 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	Instructional Leadership Team (Administrators, Counselors, CIS Coordinator, Instructional Coaches, Special Program Representatives)	Parent Sign-In Sheets			
<p>Funding Sources: 211 - Title I, Part A - 18500.00</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 Elementary will increase its attendance rate from 96.84% to 97.25%

Evaluation Data Source(s) 1: Monthly attendance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) The campus attendance committee along with CIS coordinator 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, CIS coordinator, teachers, PEIMS clerk	Improved student attendance			
Funding Sources: 199 - General - 1000.00						
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Classroom teachers will evaluate individual student Reading needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading 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. Tier 3 students who need fundamental skills will be served 3 times a week during intervention period, after school and intersession. Resources will include library book upgrades, Motivation Reading, Kamico Reading Diagnostic, Lone Star Target Reading, Education Galaxy, Renaissance AR Reading and Nine Enterprises (Johnny Can Spell) GF Educator Material, Scholastic Phonics, Curriculum Associates, ECS Learning Systems, Lakeshore Learning, Lexia, Kagan, and STAAR Master . Appropriate dictionaries will also be used to support and develop vocabulary development.
2	2	1	Special education teachers will evaluate individual student Reading needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading data will be collected through screening assessment tools and weekly performance assessments. Students will be monitored on a weekly basis. Resources will include Motivation Reading, Kamico Reading Diagnostic, Lone Star Target Reading, Education Galaxy, Renaissance AR Reading and Nine Enterprises (Johnny Can Spell) GF Educator Material, Scholastic Phonics, Curriculum Associates, ECS Learning Systems, Lakeshore Learning and STAAR Master . Appropriate dictionaries will also be used to support and develop vocabulary development.
2	3	1	Classroom teachers will evaluate individual student Math needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Math data will be collected through screening assessment tools, weekly performance assessments, and documented teacher observation. Students will be identified and provided interventions based on a 3 Tier model system. Resources will include Motivation Math, Math Warm Ups, Lone Star Target, Education Galaxy, Peoples Education STAAR Math, STAAR Master, ECS Learning Systems and Measuring Up STAAR practice.
2	4	2	Instructional Leadership Team will support classroom Science instruction by creating a science lab to provide hands on scientific investigations. Science Lab equipment will be purchased and support from a temporary instructional aide will be provided. All classes will attend Science Lab on a weekly basis.
2	5	1	Classroom teachers will evaluate individual student Writing needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Writing data will be collected through weekly performance assessments, and documented teacher observation. Resources will include Curriculum Associates Writing STAAR Ready, Empowering Writer, Lakeshore Learning and Kamico Writing Diagnostic. Appropriate dictionaries will also be used to support and develop vocabulary development.
2	5	2	Instructional Leadership Team will support classroom Writing instruction in grades 2 and 3 by creating a Writing Lab to provide engaging lessons that introduce and reinforce the writing process. All 2nd and 3rd classes will attend Writing Lab on a weekly basis.

Goal	Objective	Strategy	Description
2	7	1	Bilingual certified teachers will evaluate individual student Reading needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading data will be collected through screening assessment tools and weekly performance assessments. Students will be monitored on a weekly basis. Resources will include Motivation Reading, Kamico Reading Diagnostic, Lone Star Target Reading, Education Galaxy, Renaissance AR Reading and Nine Enterprises (Johnny Can Spell) GF Educator Material, Scholastic Phonics, Curriculum Associates, ECS Learning Systems, Lakeshore Learning and STAAR Master . Appropriate dictionaries will also be used to support and develop vocabulary development.
2	8	1	Bilingual certified teachers will evaluate individual student Reading needs to ensure that all students in need of interventions are making progress to close their specific academic gap. Student Reading data will be collected through screening assessment tools and weekly performance assessments. Students will be monitored on a weekly basis. Resources will include Motivation Reading, Kamico Reading Diagnostic, Lone Star Target Reading, Education Galaxy, Renaissance AR Reading and Nine Enterprises (Johnny Can Spell) GF Educator Material, Scholastic Phonics, Curriculum Associates, ECS Learning Systems, Lakeshore Learning and STAAR Master . Appropriate dictionaries will also be used to support and develop vocabulary development.

State Compensatory

Budget for Escontrias Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-111-30-30-000-6118	6118 Extra Duty Stipend - Locally Defined	\$27,290.00
199-11-111-30-55-000-6118	6118 Extra Duty Stipend - Locally Defined	\$9,770.00
199-11-111-30-80-000-6118	6118 Extra Duty Stipend - Locally Defined	\$3,840.00
199-11-111-30-80-998-6118	6118 Extra Duty Stipend - Locally Defined	\$26,000.00
199.11.6118.00.111.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$3,840.00
199.11.6118.00.111.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$9,770.00
199.11.6118.00.111.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$27,290.00
199.11.6118.99.111.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$26,000.00
199-11-111-30-00-000-6118	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,181.90
199-11-111-30-16-000-6118	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$48,656.99
199.11.6119.00.111.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,182.00
199.11.6119.00.111.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$48,757.00
199-11-111-30-80-000-6125	6125 Salary Support - Locally Defined	\$14,100.00
199.11.6125.00.111.7.30.0.00.	6125 Salary Support - Locally Defined	\$14,100.00
199-12-111-30-00-000-6129	6129 Salaries or Wages for Support Personnel	\$8,658.43
199.11.6129.00.111.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$17,317.00
199.12.6129.00.111.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,659.00
199-11-111-30-00-000-6129	6129 Salaries or Wages for Support Personnel	\$17,316.85
199.11.6141.99.111.7.30.0.00.	6141 Social Security/Medicare	\$377.00
199.12.6141.00.111.7.30.0.00.	6141 Social Security/Medicare	\$126.00
199.11.6141.00.111.7.30.0.00.	6141 Social Security/Medicare	\$1,124.00

199.11.6141.00.111.7.30.8.00.	6141 Social Security/Medicare	\$706.00
199.11.6142.00.111.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.111.7.30.8.00.	6142 Group Health and Life Insurance	\$6,621.00
199.12.6142.00.111.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.00.111.7.30.0.00.	6143 Workers' Compensation	\$343.00
199.11.6143.00.111.7.30.8.00.	6143 Workers' Compensation	\$215.00
199.11.6143.99.111.7.30.0.00.	6143 Workers' Compensation	\$116.00
199.12.6143.00.111.7.30.0.00.	6143 Workers' Compensation	\$38.00
199.11.6146.00.111.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,045.00
199.11.6146.00.111.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$16.00
199.11.6146.00.111.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$1,146.00
199.11.6146.00.111.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$744.00
199.11.6146.99.111.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$584.00
199.12.6146.00.111.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$47.00
199.11.6149.00.111.7.30.0.00.	6149 Employee Benefits	\$1,029.00
199.11.6149.00.111.7.30.5.00.	6149 Employee Benefits	\$34.00
199.11.6149.00.111.7.30.8.00.	6149 Employee Benefits	\$589.00
199.11.6149.00.111.7.30.9.00.	6149 Employee Benefits	\$699.00
199.11.6149.99.111.7.30.0.00.	6149 Employee Benefits	\$390.00
199.12.6149.00.111.7.30.0.00.	6149 Employee Benefits	\$130.00
	6100 Subtotal:	\$464,401.17

Personnel for Escontrias Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca Ureno	WIN Teacher	SCE	.10
Claudia Marquez	SCEI Coach	SCE	1
Genoveva Mireles	WIN TIA	SCE	1
Jessica Nieto De Alvarado	WIN TIA	SCE	1
Karina Beltran	CSR Teacher	SCE	1
Maria Zuniga	Library Aide	SCE	.50
Mayra Torres	At Risk Aide	Intervention	1
Mayte Marquez	WIN Teacher	SCE	.11
Michelle Gonzalez	CIS	SCE	.50
Sanjuana Perez	WIN Teacher	SCE	.11
Sylvia Boerger	WIN Teacher	SCE	.11

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>
Amberly Martinez	TIA	Title I	1
Michelle Gonzalez	CIS	Title I	.50

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	Elizabeth Marquez	Instructional Specialist
Community Representative	Michelle Gonzalez	Community Reprtentative
Parent	Angelica Apodaca	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	General Fund Supplies \$1000, checking account fundraising		\$1,000.00
Sub-Total					\$1,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	State Comp Supplies \$2000		\$2,000.00
2	1	2	Extra Duty		\$20,000.00
2	3	1	State Comp Supplies \$2000		\$2,000.00
2	4	1	State Comp Supplies \$2000		\$2,000.00
2	4	2	State Comp Supplies \$1200		\$1,200.00
2	5	1	State Comp Supplies		\$500.00
3	1	2	SCE Instructional Coach 1 FTE		\$0.00
Sub-Total					\$27,700.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Computer Hardware		\$2,000.00
2	2	1	Extra Duty Pay		\$3,000.00
2	2	1	Instructional Materials		\$1,000.00
Sub-Total					\$6,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SEL Curriculum		\$1,500.00
1	2	1	CIS Coordinator		\$0.00
2	1	1	Title 1 Supplies \$8000		\$13,000.00
2	1	2	Instructional Aides		\$24,000.00

2	1	3			\$3,000.00
2	3	1	Title 1 Supplies \$8000		\$8,000.00
2	4	1	Title 1 Supplies \$2000,		\$2,000.00
2	4	2	Title 1 Supplies \$1200		\$1,200.00
2	4	2	Title 1 TIA \$12000		\$12,000.00
2	5	1	Title 1 Supplies \$3,150 - State Comp Supplies		\$6,000.00
2	6	1	Technology Hardware		\$18,000.00
3	1	1	Staff Development Materials		\$1,000.00
3	1	1	Substitutes for Staff Development		\$1,500.00
3	1	1	Staff Develoment		\$2,000.00
4	1	1	Parent Liaison - Title 1: \$17,500 (1 FTE)		\$17,500.00
4	1	1	Supplies		\$1,000.00
Sub-Total					\$111,700.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Bilingual Supplies \$1000		\$1,000.00
2	1	2	Instructional Aide		\$12,000.00
2	3	1	Bilingual Supplies \$1000		\$1,000.00
2	4	1	Bilingual Supplies \$1000		\$1,000.00
2	7	1	Extra Duty Pay		\$5,000.00
2	7	1	Instructional Materals		\$5,000.00
Sub-Total					\$25,000.00
Grand Total					\$171,400.00