

**Socorro Independent School District**  
**Helen Ball 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



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

# Mission Statement

**Helen Ball Elementary School works collaboratively with all stakeholders to build brighter futures. We nurture the intellectual, emotional, social, and physical growth of all students. Together we will create a community of life-long learners who will be college and career ready.**

## Vision

**Tomorrow's Leaders Learning Today**

## Board Members and Superintendent

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Helen Ball Elementary School** is one of 49 campuses in Socorro Independent School District. **Helen Ball Elementary** opened its doors in 1995 in the Montwood High School feeder pattern and serves approximately 755 (current enrollment as of 6/2018) students in grades Kindergarten to fifth. The table below shows the student populations by grade level:

Ethnicity Summary							
H White- Hispanic White	N AI/AN Non Hisp American Indian Alaskan Native	N Asian Non- Hispanic Asian	N Asian, White -Non- Hispanic, Asian, White	NB/AA-Non- Hispanic Black/African American	N NH/PI Non- Hispanic/Black/African American	N NH/ PI Non- Hispanic Native Hawaiian  Pacific Islander	
86.65%	.12%	.61%	.12%	1.09%	.61%	3.76%	824

Enrollment	Female	Male	At- Risk	Economic	GT	LEP	Bil	ESL	Migrant	Sped	
824	410	414	420	607	22	215	176	0	7	92	

The organization of our campus begins with our leadership team. Members of the team include 2 administrators, 2 counselors, 1 SCE-I , and a librarian. We have 43 teachers and 5 instructional aides.

The staff population is .02 % African American, 9.9% Anglo, 90% Hispanic. Twenty percent of teachers have 1-5 years experience, 38% have 6-10 years experience, 28% have 11-20 years experience, and 8% have over 20 years experience. average of number years of experience. The overall mobility rate for the campus is approximately 15%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.13%. The average daily attendance rate for staff is 96.50% .

### **Demographics Strengths**

At Helen Ball Elementary one of our greatest advantages is that our teachers' demographics are similar with the demographics of our students. Because of the similarities in demographics, our teachers and staff are able to better understand the needs of our learners. The faculty and staff take pride in providing our students with both enrichment and intervention activities that help close the achievement gap.

Summer School, Fall and Spring intersession, morning and after school tutoring, Saturday camps, ICU, and an intervention schedule to ensure target interventions have all been implemented this year to help support 385 students who are currently at risk. CIS provides an additional level of support that extends beyond our school and classrooms, home visits and goal setting are part of the intervention plan.

Our bilingual teachers have continued to build their capacity to serve the ELL at our campus. As a team, they meet monthly and share different instructional practices to meet the cognitive and linguistic needs of the students. We continue to see gains in the academic performance of this subgroup.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Attendance with our Hispanic students is 1% below campus average. **Root Cause:** Lack of parent understanding in regards to new attendance laws and impact on campus rating.

**Problem Statement 2:** Gifted and Talented program is gradually increasing; however is significantly underrepresented. **Root Cause:** Identification and recommendation process .

# Student Academic Achievement

## Student Academic Achievement Summary

<b>Yearly Progress in TELPAS Composite Rating-Results will be posted August 2018</b>				
	Progressed 1 Proficiency level	Progressed 2 Proficiency levels	Progressed 3 Proficiency levels	At least 1 Proficiency level
<b>1<sup>st</sup> Grade</b>				
<b>2<sup>nd</sup> Grade</b>				
<b>3<sup>rd</sup> Grade</b>				
<b>4<sup>th</sup> Grade</b>				
<b>5<sup>th</sup> Grade</b>				

TELPAS yearly progress is measure using TELPAS composite ratings which indicate the student's overall level of English Language Proficiency and are determined from the four domains assessed (listening, speaking, writing, reading).

The table above shows the EOY re

sults from Istation

SISD uses I-Station to assess Reading proficiency in grades K-2. Reading proficiency is monitored monthly through the implementation of Istation progress monitoring. Benchmark assessments are given at the Beginning, Middle, and End of the year. Students in tiers 2/3 received in-class intervention, morning lab is available for struggling students who do not have computer access at home, after school tutoring and interventions during intersession are also provided as additional support. Teacher monitor ROI (Rate of Improvement) reports for all students to ensure all students are demonstrating growth and reaching Tier 1.

<b>2018 TCM Results</b>				
Grade	BOY	MOY	EOY	CHANGE BOY-EOY
Kinder	91%/43%	94%/73%	94%/58%	+3/+15
First	87%/46%	79%/30%	88%/56%	+1/+10
Second	72%/30%	74%/18%	80%/38%	+8/+8
Third	59%/14%	58%/15%	74%/41% (STAAR)	Dif assessment

The table above show results for the TCM EOY data.

SISD uses TCM to assess mathematics proficiency in grades Kinder- 2nd grade. Benchmark assessments are given at the beginning, middle, and end of year. Students in tier 2/3 receive in class intervention (RTI). After school tutorials are offered for struggling learners. The goal is for all students to be ranked as Tier 1 students.

2018 Writing Initiative Results		
Grade	Approaches	Masters
Kinder	45%	14%
First	49%	16%
Second	58%	16%
Third	41%	7%

SISD students participate in a writing initiative assessment. This assessment is administered during the Spring Semester at the same time that 4th grade students are participating in 4th grade STAAR Writing. As shown on the table above, at HBE, we continue to struggle with the implementation of effective writing instruction in the lower grades that would help us further our efforts for 4th grade STAAR test. A plan of action will be develop alongside our AVID team to promote writing across the curriculum.

STAAR	2016-2017	2017-2018	CHANGE
READING	75.8%/44.1%/24.2%	82.9%/50.8%/28.4%	48%/54%/6.02%
MATH	84.2%/50.2%/29.1%	84%/51.2%/22.2%	54.5%/52.5%/-2.01%
WRITING	67.4%/36.1%/5.6%	62.3%/39.1%/7.2%	36.3%/36.2%/-0.11%
SCIENCE	77%/46.7%/23%	79.9%/38.3%/16.1%	48.9%/44.7%/-4.15%

STAAR Reading	All Students	LEP	SPED
3 <sup>rd</sup> Grade	86.7%/48.0%/31.3%	75.9%/24.1%/10.3%	57.1%/28.6%/7.1%
	55.3% <b>(9.4%)</b>	36.8% <b>(9.5%)</b>	31.0% <b>(11.9%)</b>
4 <sup>th</sup> Grade	72.9%/47.4%/24.1%	55.6%/29.6%/7.4%	40.0%/13.3%/0.0%
	48.1% <b>(1.7%)</b>	30.9% <b>(13.7%)</b>	17.8 <b>(1.1%)</b>
5 <sup>th</sup> Grade	88.0%/56.7%/29.3%	66.7%/27.3%/12.1%	58.3%/25.0%/16.7%
	58.0% <b>(6.3%)</b>	35.4% <b>(7.2%)</b>	33.3% <b>(19.4%)</b>

STAAR Math	All Students	LEP	SPED
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3 <sup>rd</sup> Grade	75.7%/37.8%/7.2%	64.7%/29.4%/2.9%	37.5%/31.3%/18.8%
	40.2% <b>(-4.8%)</b>	32.4% <b>(-0.2%)</b>	29.2% <b>(12.5%)</b>
4 <sup>th</sup> Grade	78.1%/46.7%/22.6%	51.6%/35.5%/9.7%	35.3%/5.9%/0.0%
5 <sup>th</sup> Grade	95.3%/62.7%/28.0%	84.8%/27.3%/6.1%	83.3%/25.0%/16.7%
	49.1% <b>(-4.6%)</b>	32.3% <b>(-1.1%)</b>	13.7% <b>(-16.8%)</b>
	62.0% <b>(-2.7%)</b>	39.4% <b>(-7.5%)</b>	41.7% <b>(11.1%)</b>
<b>STAAR</b>	<b>All Students</b>	<b>LEP</b>	<b>SPED</b>
4 <sup>th</sup> Grade Writing	62.3%/39.1%/7.2%	38.7%/25.8%/3.2%	23.5%/0.0%/0.0%
	36.2% <b>(-11%)</b>	22.6% <b>(5.9%)</b>	7.8% <b>(-6.0%)</b>
5 <sup>th</sup> Grade Science	79.9%/38.3%/16.1%	54.5%/12.1%/3.0%	53.8%/23.1%/15.4%
	44.7% <b>(-4.15%)</b>	23.2% <b>(-11.1%)</b>	30.8% <b>(25.2%)</b>

**Building Brighter Futures is the academic vision at Helen Ball Elementary.** Our work was aimed at ensuring that teachers across all grade levels were able to provide guided reading/math and implement targeted interventions effectively to help address individual needs and ensure all students reach their full potential. Formative assessments created by district instructional officers are administered every 3,6, and 9 weeks to determine if the district curriculum is implemented with fidelity and student expectations are addressed to the correct rigor and specificity.

Teachers participate in grade level data analysis meetings, TEKS academies, and PLCs to identify strengths and weakness, develop action plans, and create lesson plans. The evaluation of the grade level data and action plan is recorded on a data sheet and posted on the data wall to help track students progress.

Walkthroughs, Instructional Rounds, Data talks, and implementation of an effective RTI program ensure that students' difficulties were not due to inadequate instruction/intervention. Intervention/Morning and after school tutoring session/Saturday camps were among the extended learning opportunities offered to addressed the needs of struggling learners. An intervention team (Assistant Principal, SCEI, Librarian, and Coaches) provided additional intervention support for grade levels with high failure rates.

## Student Academic Achievement Strengths

Helen Ball Elementary has developed a vertical/horizontal alignment with systematic guided and intervention structures that have proven effective in our Reading instruction. This year we noted great gains in reading for all students. We are also closing the performance gap with our ELL populations and Special Education students by providing intervention with the help of 4 paraprofessionals who were hired throughout the year. Investments were made to purchase resources for guided reading and intervention. Third grade demonstrated the highest gains for all students with a 9.4% increase. With our LEP students 4th grade Reading demonstrated the highest gains with a 13.7% increase and our Special Education students 5th grade showed 19.4% increase.

Other significant gains in student achievement were increasing percentages of students achieving the Meets level in the following grade levels and contents:

Reading: 44.1% to 50.8% (+6.7%)

Math: 50.2% to 51.2% (+1.0%)

Writing: 36.1% to 39.1% (+3.0%)

## ISTATION

Rate of Improvement (ROI) report indicate T3 students in grades K-2nd are making high to moderate rate of improvement.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** For the 2017-2018 academic school year, HBE 3rd-5th grade students noted significant decreases in math scores. **Root Cause:** A need for developing horizontal and vertical structures is evident

**Problem Statement 2:** For the 2017-2018 academic school year, HBE SPED LEP students noted a 16 point decrease in student achievement and indicator 3 on PBMAS **Root Cause:** Implementation of guided math and stations were not implemented with fidelity.

**Problem Statement 3:** For the 2017-2018 academic school year, HBE 4th grade special education students decreased in both math and writing. **Root Cause:** Specialized Support instruction was scaffolded but not rigorous enough to prepare students STAAR

**Problem Statement 4:** For the 2017-2018 academic school year, HBE students in Kinder-3rd are performed significantly below district on the writing initiative **Root Cause:** Writing instruction is not aligned across all grade levels

**Problem Statement 5:** For the 2017-2018 academic school year, HBE Special Education LEP denial students received indicator of 3 in writing on PBMAS

**Root Cause:** Impletation of JCS and other language support structures were not implemented with fidelity across all grade levels.

**Problem Statement 6:** For the 2017-2018 academic school year, HBE Migrant students failed in all content areas. **Root Cause:** Support was provided, but additional opportunities for tutorials were not available.

# School Processes & Programs

## School Processes & Programs Summary

Helen Ball Elementary (HBE) provides systematic programs and processes to ensure all teachers are highly qualified and receive on-going professional development throughout the school year. The professional development and programs at HBE are aimed to address the following areas: tier 1 instruction, at risk students, community outreach, social emotional learners, and support for special programs (special education, ELL, GT, dyslexia, 504).

The Organization at our campus begins with our Instructional leadership team. Members of this team include 2 administrators, 2 counselors, 1 librarian, and 1 instructional coach. This team reviews attendance and academic data to develop structures, schedules, and interventions that will ensure the success of all learners.

A RTI system continue to further evaluate the needs of our students who are coded at-risk. Students who are failing or have received an at-risk code are provided intervention by a group of Temporary Instructional Aides (TIAs) who are scheduled to visit all classroom and assist with tier 2 students. The TIAs provide interventions selected by teachers and progress is monitored by our SCEI coach.

All bilingual teachers participate in monthly professional development opportunities. These professional development opportunities promote both vertical and horizontal alignment and facilitate discussions geared towards best practices to address the linguistic needs in our school.

The Special Education team also meets monthly with the general education co-teach teachers and the Special Education Instructional Officers to review instructional practices.

Professional Learning Communities (PLCs) meet biweekly to discuss curriculum and analysis data. During this time, teachers are asked to bring lesson plans and Interactive Student Notebooks to review progress on campus initiatives. Instructional practices for JCS and Wicor strategies are also discussed and student work samples are shared among grade level team members and administration.

TEKS academy sessions are held monthly. Grade level teams meet for a day of data analysis and planning. A careful review of the curriculum is mapped out and a campus 9 week at glance is created. Teams are divided into two content areas Math and ELAR. At the end of the planning day, teams are asked to share how lesson will be facilitated/implemented in each classroom. Additional strategies to promote student engagement are discussed.

Faculty Meeting provide additional time to extend professional learning opportunities for teachers. Each month our award winning counselors provide a SEL lesson that the teachers can facilitate in their classrooms. Our SCEI, AP, or Principal provide additional instructional PD. A time for celebrations is allocated during these meetings to celebrate birthdays, perfect attendance, years of service, and review additional campus data.

Additional departments such as PE and CIS are also involve in ensuring the success of all learners. Our CIS and Coaches actively participates in the intervention and enrichment of the curriculum.

## School Processes & Programs Strengths

STAAR Reading	All Students	LEP	SPED
3 <sup>rd</sup> Grade	86.7%/48.0%/31.3%	75.9%/24.1%/10.3%	57.1%/28.6%/7.1%
	55.3% <b>(9.4%)</b>	36.8% <b>(9.5%)</b>	31.0% <b>(11.9%)</b>
4 <sup>th</sup> Grade	72.9%/47.4%/24.1%	55.6%/29.6%/7.4%	40.0%/13.3%/0.0%
	48.1% <b>(1.7%)</b>	30.9% <b>(13.7%)</b>	17.8 <b>(1.1%)</b>
5 <sup>th</sup> Grade	88.0%/56.7%/29.3%	66.7%/27.3%/12.1%	58.3%/25.0%/16.7%
	58.0% <b>(6.3%)</b>	35.4% <b>(7.2%)</b>	33.3% <b>(19.4%)</b>

Overall, our campus has made significant gains in reading to include all subpopulations. We attribute the success to the vertical and horizontal instructional practices that are in place. JCS, Fountas and Pinnell Guided Reading, and Istation interventions are implemented and monitored across all grade levels. Accelerated Readers and Siren's Early Readers promote literacy by providing incentives for students who meet their quarterly goals.

SCEI, APs, Librarian, Coaches, and CIS are all fully vested in serving as additional interventionist for the grade level with the largest number of at-risk/struggling learners. A schedule is developed to assist these grade levels after a review of Fall benchmark data.

Practices that promote vertical and horizontal alignment along with home/school initiatives need to be established in both writing and math to close the achievement gap in these content areas and start an upward data trend.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students are not experiencing the same success in Math as they are in reading. **Root Cause:** Instructional practices in math are not vertically and horizontally aligned

**Problem Statement 2:** Students are not experiencing the same success in Writing as they are in Reading **Root Cause:** Writing across the curriculum is not implemented with fidelity

# Perceptions

## Perceptions Summary

Attendance Data		
2015-2016	2016-2017	2017-2018
96.43%	96.39%	96.14%

Discipline Data		
2015-2016	2016-2017	2017-2018
14.7%	10.7%	11.1%

Helen Ball Elementary students understand the expectation that "Good is not good enough, only the our best will do". Administrators, faculty, and staff are committed to help our students excel academically and socially by making SEL and PBIS an intergral part of the campus culture.

PBIS expectations of being safe, respectful, and responsible are reviewed daily during our morning announcements and weekly lesson created by our award winning counselors are presented weekly. Students who model these expectations are celebrated weekly during Friday morning announcements. Recipients of Positive Referrals are invited to the office and administrators make positive phone calls to parents. This two initiatives have contributed to the change in student behavior and has also helped teachers not only redirect behavior, but also recognize and reinforced expected behavior.

Teachers are committed to provided students extended learning oppourtunities to help students grow academically. We offered enrichments oppourtunities through participation in clubs such as Robotics, UIL, VAASP athletics, and Art after school program.

Mentoring programs such as CHAMPs are PALS are in placed to help our students feel valued, respected, and supported. In addition to these support system, the WATCH dog program, Volunteer Moms, and Girls/Boys Scouts provide additional support for students and promotes parental involvement.

Our CIS (Community in School) Liasion helps rech out to families that typically do not attend parent teacher conferences, RTI meetings, SPED ARD meetings, or who are going through a difficult period in their lives due to loss of an immediate family member, divorce, separation, or poverty. Services provided by our CIS are noted below:

### Home Visits

Monthly Food Pantry

Homework Lab (morning)

M&Ms Club Support for Math

Reading Club

Coffee with the Principal

Breakfast on the Go with valuable information packets

Parent Classes

Volunteer Classes

Watch Dads of Great Students (DOGS)

Other Incentives to promote a culture of kindness and create a positive school climate

End of 9 weeks incentives

Monthly Celebrations for attendance and birthdays

Teacher of the Month

Friendsgiving Breakfast for staff

Christmas Posada

Positive Phone Calls

Celebrations on Twitter

Terrific Kids

## Perceptions Strengths

Although we have experience changes in enrollment and campus organization our attendance has remained consistent at 96%. Implementation of SEL and PBIS continues to promote a culture of kindness and impact discipline data. In the past three years, enrollment has increased, but discipline referral have decreased.

Community and Family engagement continue to be at the forefront of. Data from our last campus survey shows that both parents and students responds are similar in regards to the expectations set at our campus. Implementation of Wicor Strategies, Accelerated Reading Initiative, Siren's reading, Scholastic Reading Challenge, and Istation Math/Reading portal promote learning opportunities in and out of school. Parental involvement opportunities are promoted by our ILT via Blackboard, campus webpage, flyers, and a monthly newsletter. Teachers also help promote parental involvement by sending reminders via classroom apps (i.e. Classroom Dojo and Remind).

Parents participate in leadership roles such as Superintendent Advisory Committe, School Improvement Team, and Counseling Advisory Committee, and a Volunteer program. We continue to celebrate the involvement of a strong parent volunteer program. Parent Volunteers help promote our community outreach activities and our an intergral part of our school. These volunteers help recruit other parent volunteers during Open House. They decorate and help in the preparation of all community outreach activities and teacher appreciation luncheons.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents who completed Title One survey requested additional support and parent sessions to help their children with math homework  
**Root Cause:** Parents do not feel comfortable assisting their children in math because math instructional strategies have change

**Problem Statement 2:** Discipline referral rate increased in kinder and first grade classrooms. **Root Cause:** Parents do not the need for coparenting and the expectations set by our SCC.



# 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
- PBMAS data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# 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, Helen Ball Elementary will fulfill 100% the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 1:** Scheduled drills will 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
1) Campus personnel will receive a copy of the Emergency Operation Plan. Monthly drills will continue to be performed to help ensure the implementation, consistency and alignment of safety procedures followed during different crisis situations	2.4	Safety team Administrators	Improved awareness of all safety procedures at campus			
	<b>Funding Sources:</b> 199 - General - 350.00					
2) The HBE Safety Committee will develop and monitor the implementation of the Emergency Operation Plan (EOP). Committee meetings will be held monthly and meetings minutes will be shared at SIT	2.4	Safety team Administrator	Sign-in sheets Safety meeting minutes Safety Audits			
= 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, Helen Ball Elementary will develop and implement a plan of action to ensure that 100% of stakeholders feel safe at school and school events.

**Evaluation Data Source(s) 2:** Students, parents, and staff will rate agree/strongly agree on climate survey questions related to safety

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implementation of the Watch D.O.G.S programs will continue to provide a positive male role models for students. Fathers, grandfathers, uncles will be invited to BOY, MOY, EOY information sessions and will be scheduled to assist in providing an extra set of eyes and ears to enhance school security. Watch Dog incentives( will be provided for parents who volunteer.	2.4, 3.2	CIS Counselors Administrators	Increase parental involvement in Watch Dog programs.  Calendar  Sign-in sheets			
				<b>Funding Sources:</b> 211 - Title I, Part A - 400.00		
2) Hall Pass system will be used and monitored to ensure all visitors present an identification and sign-in prior to visiting any area of the school. Hall Pass system runs an identification through the national sex offender registry	2.4	Campus Clerk Office personnel Security Officer Administrators	Hall Pass reports			
				<b>Funding Sources:</b> 199 - General - 250.00		
= Accomplished                 = No Progress                 = Discontinue						

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

**Performance Objective 3:** For the 2018-2019 school year, the number of bullying-related incidents reported at Helen Ball Elementary will decrease from 5 to 0.

**Evaluation Data Source(s) 3:** Student climate survey will show favorable result on question #20 and #21. Discipline Referrals for bullying incident will decrease by 5 incidents.

**Summative Evaluation 3:**




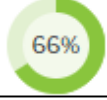
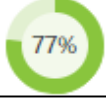
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The HBE Olweus committee will meet on a monthly basis to review voice box concerns and discipline referrals concerning bullying situations. Lessons using the Master Teacher resources will be used to plan SEL/Olweus lessons. Implementations and effectiveness of lessons will also be discussed at these meetings.	2.4, 2.6	Counseling Advisory Committee	Decreased number of bullying incidents as per student climate survey, discipline referrals, and voice box alerts.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2200.00					
2) Counselors and teachers will implement the Olweus/SEL lessons from Master Teachers on a weekly basis. Students will participate in rallies and other school activities that promote a bully-free environment.	2.4, 2.6	Counseling Advisory Committee	Decrease number of bullying incidents as per Olweus Survey and Discipline referrals.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2200.00					
3) PBIS Committee will receive staff development for local and district personnel in order to improve the effectiveness and implementation of SEL/PBIS/Olweus.	2.4, 2.6	Administration Counseling PBIS team	Decrease the number of discipline referrals			
	<b>Funding Sources:</b> 211 - Title I, Part A - 500.00					
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 1:** For the 2018-2019 school year, 100% of Helen Ball students, encompassing all special and subpopulations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

**Evaluation Data Source(s) 1:** 100% of HBE students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The HBE RtI, ARD, 504, LPAC, and GT, committees will ensure the proper placement of all students. Committee members and teachers will participate in class building sessions.	2.4, 2.6	Committee Members	Class rosters			
<b>Funding Sources:</b> 199 - General - 200.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  2) Eduphoria and Tyler grade reports will be used to monitor students' performance every three weeks with checkpoint assessment provided by district and/or created by grade level teams. Data/RTI binders will be provided for teachers and interventionist as a tool to promote data driven instruction and a system to organize progress monitoring data.	2.4, 2.6	Grade level SIT representative	Eduphoria intervention logs			
<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00						

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2  3) An intervention schedule will be developed and implemented to provide teachers time to facilitate small group instruction to address struggling students. Instructional aides (Library Aide, Bilingual Aide, Title 1 aide, in addition to two more TIAs will be available to assist with interventions for students needing additional support.	2.4, 2.5, 2.6	SCEI	PAF completed and positions filled SCE logs Walkthrough Rti Interventions logs			
	<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
4) Implementation of research-based best practices and materials such as but not limited for AVID. ISN, colored paper, markers, etc...,		Administrators, SCEI--Coach	Improved student performance in all grade levels			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2500.00					
= Accomplished              = No Progress              = Discontinue						

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

**Performance Objective 2:** For the 2018-2019 school year, Helen Ball Elementary shall increase the level of instructional rigor across the core content areas to achieve a 5% increase in Masters level and 10% increase in Meets performance level.

**Evaluation Data Source(s) 2:** District and state assessment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Technology PD for teachers will improve/enhance the rigor during Tier 1 instruction in reading, writing, science, and math. Technology software, hardware, peripherals, and licenses will be available for teachers and students to use in the classroom.	2.4, 2.6	Media Specialist	PD sign in sheets Lesson plans Walthroughs			
	<b>Funding Sources:</b> 211 - Title I, Part A - 20000.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  2) Provide enrichment opportunities, materials and resources for students identified as Tier 1/GT and students participating in Robotics. Resources to include Ipads/Ipad covers, maker spaces, robotics kits, digital cameras, software and applications for animation, music, graphic design.	2.4, 2.5, 2.6	GT Coordinator	Enrichment program plan GT showcase Robotics competition			
	<b>Funding Sources:</b> 199 - General: Gifted and Talented - 2000.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  3) At-risk and struggling students will be provided with before/after school tutorials, and Saturday camps, intersession, summer.	2.4, 2.5, 2.6	Teachers SCEI Administrators	Increase on district and state assessments			
	<b>Funding Sources:</b> 211 - Title I, Part A - 15000.00					

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  4) Students will be expected to use Accelerated Reading, Istation, and library resources such as books to continue to increase their academic language and literacy skills. Open lab will be provided for students who do not have internet access at home before and after school. A mobile computer lab will be available for check out for students to access the above aforementioned during stations	2.4, 2.6	Teachers SCEI Librarian Administrators	Increased math, science, and reading scores on district and state assessment			
	<b>Funding Sources:</b> 211 - Title I, Part A - 12000.00					
5) Students will set reading, writing and math goals. Students who met or exceed their goal will be provided opportunities to participate in field trips and will receive certificate, medals, and or other rewards to celebrate their accomplishments every nine weeks period.	2.4, 2.6	Media Specialist/SCEI				
	<b>Funding Sources:</b> 199 - General - 2500.00					
<b>Critical Success Factors</b> CSF 1  6) Students will participate in units of study that will include real world experiences such as field trips/ excursions such as El Paso Exploreum, Insights Museus, Tug-a-war, Adventures in learning, White Sands, Gene Roddenberry Planetarium, FaBlab, El Paso Zoo and other locations to include locations that offer team building opportunities to help students understand the importance of teamwork, collaboration, and communication.	2.4, 2.5, 2.6	Teachers Librarian SCEI Administrators	Lesson plans Student projects Increases in advance performance percentages			
	<b>Funding Sources:</b> 199 - General - 2000.00					
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**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 3:** For the 2018-2019 school year, Helen Ball Elementary students' state assessment scores in Reading will increase from 82.9%/50.8%/28.4% in approaches, meets, and masters level to 90%/60%/30%, an average of 6 points across achievement levels.

**Evaluation Data Source(s) 3:** Students will demonstrate an increase in reading district and state assessment as per data reports.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Research based, STAAR preparation materials, Intervention materials(ex.TCM kits, Fountas and Pinnell, leveled readers, and other intervention resources) along with classroom supplies for the implementation of hands-on activities (ex. foldables, anchor charts, ISNs) will be provided to classroom teachers.	2.4, 2.6	Administration	TTESS data walkthroughs lesson plans			
	<b>Funding Sources:</b> 211 - Title I, Part A - 12000.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  2) Implementation of Balanced Literacy within a 120 block of ELAR instruction will continue. Professional development, planning, data analysis, and lesson study will be provided to promote best practices.	2.4, 2.5, 2.6	Teachers SCEI Administrators	Instructional Rounds data Lesson plans Assessment results			
	<b>Funding Sources:</b> 211 - Title I, Part A - 5500.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  3) Online resources (Storyworks, Target the TEKS, Flocabulary, Brainpop, Education Galaxy) will be available for classroom use.	2.4, 2.6	Teachers SCEI Administrators	Instructional Rounds data Lesson plans Assessment results			
	<b>Funding Sources:</b> 211 - Title I, Part A - 12000.00					

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  4) TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Continued professional staff development on best practices (Fundamental Five, Kagan, SIOP, Alice Nine JCS and writing strategies) will be provided. Data on the impact of implementation will be monitored.	2.4, 2.6	SCEI Librarian Administrators Teacher	Instructional rounds data lesson plans Assessment results			
	<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00					
5) Library books and resources will be purchase to update our reading selections and increase the number of books to student ratio.	2.4, 2.6	Librarian Administration	Increased circulation in the number of books students check out			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00					
= Accomplished             = No Progress             = Discontinue						


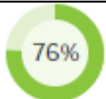



**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 4:** For the 2018-2019 school year, Helen Ball students' state assessment scores in Mathematics will increase from 84%/51.2%/22.2% in approaches, meets, and masters level to 91%/60%/30%, an average of 8 percentage points across all achievement levels.

**Evaluation Data Source(s) 4:** Students will demonstrate an increase in district and state assessment scores in mathematics as per data reports.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Implementation of 90 minute math model will continue. Additional professional development will be offered to refine guided math instructions and implementations of math stations. Online resources, STAAR preparation materials, intervention resources, math manipulatives, ISNs, and classroom supplies will be available for the use during stations.	2.4, 2.5, 2.6	SCEI	Instructional Rounds data Lesson plans Assessment results			
				<b>Funding Sources:</b> 211 - Title I, Part A - 3500.00		
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  2) TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Sessions will ensure specificity and clarity of Math TEKS.	2.4, 2.6	SCEI	Instructional Rounds data Lesson plans Assessment results			
				<b>Funding Sources:</b> 199 - General - 0.00		
<b>Critical Success Factors</b> CSF 1 CSF 2  3) Provide after school tutorial sessions and resources to address students' needs in mathematics, as well as Saturday, summer, and intersession.	2.4, 2.5, 2.6	SCEI	Assessment results			
				<b>Funding Sources:</b> 211 - Title I, Part A - 7000.00		

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5  4) Plan and implement math family nights once per semester. Family nights will offer parents and students an opportunity to engage in hands on math activities and understand current practices in mathematics.	2.4, 2.5, 2.6, 3.2	Math Vertical Team	Sign in sheets Climate survey results			
	<b>Funding Sources:</b> 199 - General - 0.00					
 = Accomplished  = No Progress  = Discontinue						

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

**Performance Objective 5:** For the 2018-2019 school year, Helen Ball students' state assessment scores in Science will increase from 79.9%/38.3%/16.1% to 90%/50%/25%, an average of 10% points across all achievement levels.

**Evaluation Data Source(s) 5:** Students will demonstrate an increase in district scores in science as per data reports.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Science labs will continue to be provided weekly to promote inquiry based learning. Students will engage in hands on science activities, lesson, and explorations. Supplemental materials (Stemscopes, Motivation Science, Stemscopes Reteaks) and classroom supplies needed to conduct labs will be provided.	2.4, 2.5, 2.6	Teachers SCEI Administration	Instructional Rounds data Lesson plans Assessment results			
				<b>Funding Sources:</b> 211 - Title I, Part A - 4500.00		
<b>Critical Success Factors</b> CSF 1 CSF 2  2) Students in kinder-second grade will participate in Science Expo while students in third-fifth will participate in Science Fair. Awards will be given to all participants.	2.4, 2.5, 2.6	Teachers SCEI Administration	Instructional Rounds data Lesson plans Assessment results			
				<b>Funding Sources:</b> 199 - General - 0.00		
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 6:** For the 2018-2019 school year, Helen Ball at-risk students will demonstrate an increase of 5% in Masters performance level and 10% increase in Meets performance level in all tested subject areas.

**Evaluation Data Source(s) 6:** STAAR summary report

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>PBMAS</b> 1) At-risk and struggling students will be provided with before/after school tutorials, and Saturday camps, summer, and intersession.	2.4, 2.5, 2.6	Teachers SCEI Administrators	Increase on district and state assessments			
	<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00					
2) Teachers will document student interventions in Eduphoria/ARMS and progress will be monitored by RtI team.	2.4, 2.5, 2.6	Teachers RtI team	At-risk students will demonstrate an increase in both approaching and masters levels on assessments.			
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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 7:** For the 2018-2019 academic school year, Helen Ball bilingual students will demonstrate an increase of 5% in Masters performance level and 10% increase in Meets performance level in all tested subject areas.

**Evaluation Data Source(s) 7:** STAAR summary reports

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>PBMAS</b> 1) Interventions will be provided by both teacher and TIAS. Documentation of these interventions will be entered in ARMS/Eduphoria and progress will be monitored by LPAC/RTI committees.  2) SiOP training and resources and additional planning time will be provided throughout the year for bilingual teachers to incorporate strategies into their lessons.	2.4, 2.5, 2.6	TiAS Teachers LPAC committee	Bilingual students will demonstrate an increase in both approaching and masters levels on assessments.			
	2.4, 2.6	SCEI Administrators IO	Increase implementations of SIOP strategies. Sign in sheets and lesson plans			
<b>Funding Sources:</b> 199 - General - 0.00						
<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 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 academic school year, Helen Ball special education students will demonstrate an increase of 5% in Masters performance level and 10% in Meets performance level and 30% in approaches in all tested subject areas ensuring a level 2 rating on PBMAS.

**Evaluation Data Source(s) 8:** STAAR summary data  
PBMAS reports

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Special education teachers will implement co-teach model and provide scaffolded lessons as needed for all special education students. Teacher will be provided with planning time, resources and materials needed to effectively implement these lessons.	2.4, 2.5, 2.6	Special education teacher Co-teach teachers Administrator	Effective implementation of co-teach models.			
	<b>Funding Sources:</b> 199 - General Fund : Special Education - 5200.00					
2) Special education teachers will ensure vertical alignment and consistency in the implementation of Balanced literacy to include JCS and guided reading.	2.4, 2.5, 2.6	Special Education teachers Administrators SCEI	Effective implementation of balanced literacy			
	<b>Problem Statements:</b> Student Academic Achievement 3					
3) Special Education teacher will use a 90 minute block math model in order to ensure the implementation of guided math and guided math resources.	2.4, 2.5	Special Education teachers Administrators SCEI	Effective implementation of 90 minute block model.  TTESS walkthroughs			
4) Special education and Co-teachers will provide Saturday and afterschool tutoring session with differentiated instruction to help close the achievement gap for this population.	2.4, 2.5	Special education teachers General Education teachers SCEI Administrators	Tutoring rosters Lesson plans Assessment data			
= Accomplished               = No Progress               = Discontinue						

**Performance Objective 8 Problem Statements:**

<b>Student Academic Achievement</b>
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**Problem Statement 3:** For the 2017-2018 academic school year, HBE 4th grade special education students decreased in both math and writing. **Root Cause 3:** Specialized Support instruction was scaffolded but not rigorous enough to prepare students STAAR

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

**Performance Objective 9:** For the 2018-2019 academic school year, Helen Ball students' state assessment scores in Writing will increase from 62.3%/39.1%/7.2% to 80%/60%/25%, an average of 20% points across all achievement levels.

**Evaluation Data Source(s) 9:** Students will demonstrate an increase as per writing assessments, District benchmarks, and STAAR data reports.

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>PBMAS</b></p> <p>1) Implementation of Balanced Literacy within a 120 block of ELAR instruction will continue. Professional development, planning, data analysis, and lesson study will be provided to promote best practices.</p>	2.4, 2.5, 2.6	Teachers SCEI Administrators	Instructional Rounds data Lesson plans Assessment results			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

# Goal 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, 85% Helen Ball Elementary teachers evaluated will be at the proficient level as measured by TTESS

**Evaluation Data Source(s) 1:** Instructional rounds  
Walk-throughs  
TTESS documentation

**Summative Evaluation 1:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Professional Development Opportunities will be provided through ESC 19, district or campus instructional leadership team in all content areas. PD session and resources to included the effective use of technology, best practices, differentiated instructions, Curriculum alignment, and Guided Reading and Math.</p>	2.4, 2.6	HR department Teachers Administration	T-TESS walk-throughs Data Talks Teacher Talks Student formal and informal assessments			
<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00						
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 2:** For the 2018-2019 school year, the Helen Ball Elementary faculty will maintain 100% Highly Qualified teachers in all core academic subjects.

**Evaluation Data Source(s) 2:** All core academic teachers meet the 100% Highly Qualified status  
Staffing reports

**Summative Evaluation 2:**



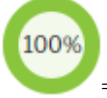
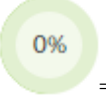

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Continue to work collaboratively with HR department to ensure all teachers maintain highly qualified status</p>	2.4, 2.6	HR department Teachers Administration	HR documentation T-TESS walk-throughs			
<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 3:** For the 2018-2019 school year the number of Helen Ball Elementary teachers implementing AVID strategies will increase from 20 to 44.

**Evaluation Data Source(s) 3:** AVID walkthrough data  
 Monthly staff development sign in sheets  
 AVID certification binder

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continued AVID professional development to build on previous offerings; continued AVID strategies and instruction.	2.4, 2.6	Administration SCEI Coach Teachers	Increased T-TESS ratings Increase in Student Achievement metrics			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

**Performance Objective 1:** During the 2018-2019 school year, Helen Ball Elementary will increase the number of collaborative educational involvement activities and events for parents and community members by 5 sessions.

**Evaluation Data Source(s) 1:** Parent sign-in sheets

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Informational workshops to include SSI/STAAR night, Kinder Readiness, Attendance Summit, Family Nights, and other workshops as per parent survey results will be offered for parents bi-weekly. Refreshments and materials will be provided to help promote attendance.</p>	2.4, 2.6, 3.1, 3.2	CIS/Parent Liaison Administration	Session agendas Sign-in sheets			
<b>Funding Sources:</b> 211 - Title I, Part A - 1500.00						
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Community in School personnel will provide opportunities for parents to participate in our Parent Volunteer program, Academic Nights (Reading/Science/Technology, Math). computer, printer, papers and other supplies will be provided for job efficiency and effectiveness.</p>	2.4, 2.6, 3.1, 3.2	CIS/Parent Liaison SCE-I/Librarian Administration	Sign in sheets Parent Volunteer Orientation			
<b>Funding Sources:</b> 211 - Title I, Part A - 500.00						
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 2:** For the 2018-2019 school year, Helen Ball Elementary will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members from 1 newsletter a month to 1 newsletter in addition to 1 callout per week.

**Evaluation Data Source(s) 2:** The number of notifications sent will increase in efforts of bolstering communication between parents and schools.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Monthly newsletters will be published and sent home to inform parents about attendance initiatives and data, assessment results, and other general school information.</p>	2.4, 2.6, 3.1, 3.2	Administration	Newsletters			
<b>Funding Sources:</b> 199 - General - 350.00						
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Various communications means to include SISD app, Blackboard, website, twitter, and invitations will be used to inform parents of upcoming events.</p>	3.1, 3.2	Administration Counselor Librarian SCE-I	Blackboard reports SISD app notifications Increase number of views on webpage			
<b>Funding Sources:</b> 199 - General - 200.00						
= Accomplished                 = No Progress                 = Discontinue						

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

**Performance Objective 3:** By the end of the 2018-2019 school year, the District will increase from 10 active partnerships to 15 partnerships with businesses, higher education institutions, and other outside agencies to support student education.

**Evaluation Data Source(s) 3:** Increase the percentage of partnerships and PIE representative present at the end of year event.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Promote and continue partnership with all Partners in Education members to include Peter Piper, Girls/Boys Scouts, Alchemy Karate, and other PIEs to support attendance, behavior, and academic achievements.</p>	2.4	Administration Counselor	Increase attendance at PIE EOY luncheon. Recognition at district level of PIE groups			
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**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 4:** For the 2018-2019 school year, the District will provide 2 customer service trainings to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:** Climate survey results

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Establish customer service guidelines for all staff. Provide customer service training for staff.		Administration	Climate survey results Customer Service Surveys			
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# Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 1:** During the 2018-2019 school year, Helen Ball Elementary will ensure that 100% of teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

**Evaluation Data Source(s) 1:** Istation, TCM, Writing Initiative, STAAR, TELPAS data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Research-based resources, materials for resources such as TCM kits, Fountas and Pinnell kits, ability to print Istation interventions, the use of concreted materials, and technology such as projectors, computers, laptops, and all peripherals will be provided to classroom teachers and interventionist.	2.4, 2.5, 2.6	Administration SCEI Teachers IOs	Multiple data sources as stated on summative evaluation			
<b>Funding Sources:</b> 211 - Title I, Part A - 15000.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  2) Intervention schedule, SMART Academy plan will be developed and TIAs will assist in providing targeted interventions for T2/T3 students.	2.4, 2.5, 2.6	Administration SCEI Teachers TIAs	Multiple data sources as stated on summative evaluation			
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 2:** By the end of the 2018-2019 academic school year the number of students with chronic absenteeism will decrease from 3.09% to 2%.

**Evaluation Data Source(s) 2:** Excessive absences list from Tyler will show a decrease in the number of students listed.

**Summative Evaluation 2:**



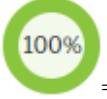


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Monthly, daily, and weekly incentives will be awarded to increase overall school attendance.	2.4, 2.6	PEIMS CIS Counselors Administrators	Tyler monthly reports will show an increase on overall ADA averages.			
2) Attendance Summit will be held at BOY, MOY, EOY to inform parents of students with chronic absenteeism of attendance requirements. Refreshments and snacks will be provided at parent sessions.	2.4, 2.6, 3.1, 3.2	PEIMS CIS Administrators	Tyler chronic absenteeism reports will show a decrease in the number of students listed each month.			
<b>Funding Sources:</b> 211 - Title I, Part A - 200.00						
= Accomplished                 = No Progress                 = Discontinue						

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

**Performance Objective 3:** By the end of the 2018-2019 academic school year discipline incidents at Helen Ball Elementary will decrease from 11% to 5%.

**Evaluation Data Source(s) 3:** Tyler discipline reports will demonstrate a decrease in discipline referrals and climate survey reports will demonstrate an increase in number of agree/strongly agree in regards to discipline.

**Summative Evaluation 3:**


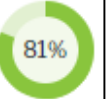
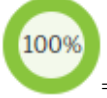
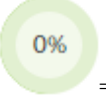

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) PBIS, positive referrals, and SEL strategies will continued to be used to reinforce and recognized positive behavior.	2.4, 2.6	Teachers Counselors Assistant Principal	Decreased in discipline referrals			
<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 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 4:** By the end of the 2018-2019 academic school year, counselor will provide CHAMPS mentoring program meetings and goal setting sessions to help improve academic performance for all at-risk learners. Increase meetings from 2 meetings per year to 2 meeting every 9 weeks.

**Evaluation Data Source(s) 4:** D/F reports from Tyler  
Champs logs

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) At-risk students will be provided with goal setting sessions and will meet with their CHAMPS mentor assigned by counselors.	2.4, 2.6	Counselors Administrators	Champs meetings sign-in sheets Goal setting sessions sign-in sheets			
	<b>Funding Sources:</b> 199 - General - 0.00					
 = Accomplished  = No Progress  = Discontinue						

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

**Performance Objective 5:** By the end of the 2018-2019 academic school year, 100% of HBE teachers and staff will be trained SEL strategies.

**Evaluation Data Source(s) 5:** Faculty and PLC meetings sign-in sheets

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) SEL resources such as the Master teacher, Tacky box, and other research-based resources and PD will be provided for teachers to implement SEL in their classrooms/campus. Teachers will receive supplies such as cardstock, construction papers, makers, crayons, and other needed materials to effectively implement SEL.	2.4, 2.6	Counselors Administrators	Walkthrough Tyler reports will demonstrate decrease in discipline referrals Climate survey will show favorable results for questions #20 and #21.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2200.00					
= Accomplished                 = No Progress                 = Discontinue						






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

**Performance Objective 6:** For the year 2018-2019, HBE teachers, counselors, and staff will implement WICOR strategies in order to promote college and career readiness.

**Evaluation Data Source(s) 6:** Student Artifacts

- Lesson plans
- Walkthrough

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) AVID WICOR strategies will be implemented to promote organization, higher order thinking, and promote good study habits that will prepare students for college and career readiness.	2.4, 2.6	Teachers AVID site team members	Data will demonstrate that we are closing the achievement gap.			
 = Accomplished  = No Progress  = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Eduphoria and Tyler grade reports will be used to monitor students' performance every three weeks with checkpoint assessment provided by district and/or created by grade level teams. Data/RTI binders will be provided for teachers and interventionist as a tool to promote data driven instruction and a system to organize progress monitoring data.
2	1	3	An intervention schedule will be developed and implemented to provide teachers time to facilitate small group instruction to address struggling students. Instructional aides (Library Aide, Bilingual Aide, Title 1 aide, in addition to two more TIAs will be available to assist with interventions for students needing additional support.
2	2	1	Technology PD for teachers will improve/enhance the rigor during Tier 1 instruction in reading, writing, science, and math. Technology software, hardware, peripherals, and licenses will be available for teachers and students to use in the classroom.
2	2	2	Provide enrichment opportunities, materials and resources for students identified as Tier 1/GT and students participating in Robotics. Resources to include Ipads/Ipad covers, maker spaces, robotics kits, digital cameras, software and applications for animation, music, graphic design.
2	2	3	At-risk and struggling students will be provided with before/after school tutorials, and Saturday camps, intersession, summer.
2	2	4	Students will be expected to use Accelerated Reading, Istation, and library resources such as books to continue to increase their academic language and literacy skills. Open lab will be provided for students who do not have internet access at home before and after school. A mobile computer lab will be available for check out for students to access the above aforementioned during stations
2	3	1	Research based, STAAR preparation materials, Intervention materials(ex.TCM kits, Fountas and Pinnell, leveled readers, and other intervention resources) along with classroom supplies for the implementation of hands-on activities (ex. foldables, anchor charts, ISNs) will be provided to classroom teachers.
2	3	2	Implementation of Balanced Literacy within a 120 block of ELAR instruction will continue. Professional development, planning, data analysis, and lesson study will be provided to promote best practices.
2	3	3	Online resources (Storyworks, Target the TEKS, Flocabulary, Brainpop, Education Galaxy) will be available for classroom use.
2	3	4	TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Continued professional staff development on best practices (Fundamental Five, Kagan, SIOP, Alice Nine JCS and writing strategies) will be provided. Data on the impact of implementation will be monitored.
2	4	1	Implementation of 90 minute math model will continue. Additional professional development will be offered to refine guided math instructions and implementations of math stations. Online resources, STAAR preparation materials, intervention resources, math manipulatives, ISNs, and classroom supplies will be available for the use during stations.



<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	4	2	TEKS academy, planning and data analysis sessions will be provided for horizontal and vertical teams. Sessions will ensure specificity and clarity of Math TEKS.
2	4	4	Plan and implement math family nights once per semester. Family nights will offer parents and students an opportunity to engage in hands on math activities and understand current practices in mathematics.
2	5	1	Science labs will continue to be provided weekly to promote inquiry based learning. Students will engage in hands on science activities, lesson, and explorations. Supplemental materials (Stemscopes, Motivation Science, Stemscopes Reteaks) and classroom supplies needed to conduct labs will be provided.
5	1	1	Research-based resources, materials for resources such as TCM kits, Fountas and Pinnell kits, ability to print Istation interventions, the use of concreted materials, and technology such as projectors, computers, laptops, and all peripherals will be provided to classroom teachers and interventionist.
5	1	2	Intervention schedule, SMART Academy plan will be developed and TIAs will assist in providing targeted interventions for T2/T3 students.

# State Compensatory

## Personnel for Helen Ball Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mytzi Hernandez	CIS	SCE	.50
Priscilla Taylor	CSR Teacher	SCE	1
Samantha Gomez	Library Aide	SCE	.50
VACANT	SCE-I Coach	SCE	1

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Sanchez	TIA	Title I	1
Cynthia Urias	Instructional Aide	Title I	1
Lisa Pelletier	TIA	Title I	1
Mytzi Hernandez	CIS	Title I	.50
Neysa Soria	TIA	Title I	1

# School Improvement and Operational Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ana M. Soto	Principal
Administrator	Daisy Garcia	Assistant Principal
Counselor	Maria Washington	Counselor
Parent	Myra Juarez	Parent
Classroom Teacher	Sylvia Campos	Teacher
Classroom Teacher	Asper Robles	Teacher
SCEI	Erika Cabral	SCEI
Classroom Teacher	Mike Amaya	EPAC representative
Classroom Teacher	Emily Rush	Teacher
Classroom Teacher	Mary Ramirez	ereachr
Classroom Teacher	Eva Hidalgo	Teacher
Classroom Teacher	Roman Rosales	Teacher
Non-classroom Professional	Erin Sanchez	Librarian
Classroom Teacher	Luis Concepcion	Teacher
Classroom Teacher	Valerie Gallegos	Teacher

# Campus Funding Summary

<b>199 - General</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$350.00
1	2	2			\$250.00
2	1	1			\$200.00
2	2	5			\$2,500.00
2	2	6	Transportation for trips		\$2,000.00
2	4	2			\$0.00
2	4	4			\$0.00
2	5	2			\$0.00
2	7	2			\$0.00
4	2	1			\$350.00
4	2	2			\$200.00
5	4	1			\$0.00
<b>Sub-Total</b>					<b>\$5,850.00</b>
<b>199 - General Fund : Special Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	8	1			\$5,200.00
<b>Sub-Total</b>					<b>\$5,200.00</b>
<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1			\$400.00
1	3	1			\$2,200.00
1	3	2			\$2,200.00
1	3	3			\$500.00
2	1	2			\$1,000.00

2	1	3			\$0.00
2	1	4	Supplies and materials needed to implement AVID in all grade levels		\$2,500.00
2	2	1			\$20,000.00
2	2	3			\$15,000.00
2	2	4	continue purchasing the Stemscoptes softwares		\$12,000.00
2	3	1	continue purchasing Motivation Reading and FP guided reading kits		\$12,000.00
2	3	2			\$5,500.00
2	3	3			\$12,000.00
2	3	4	continue to purchase Alice Nine, Sean Cain, Kagan resources		\$3,000.00
2	3	5			\$1,000.00
2	4	1	continue purchasing Lone Star online resources		\$3,500.00
2	4	1	continue purchasing Motivation Math resources		\$0.00
2	4	3			\$7,000.00
2	5	1			\$4,500.00
2	6	1			\$5,000.00
3	1	1			\$5,000.00
4	1	1			\$1,500.00
4	1	2			\$500.00
5	1	1			\$15,000.00
5	2	2			\$200.00
5	5	1			\$2,200.00
<b>Sub-Total</b>					\$133,700.00
<b>199 - General: Gifted and Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	2			\$2,000.00
<b>Sub-Total</b>					\$2,000.00
<b>Grand Total</b>					\$146,750.00