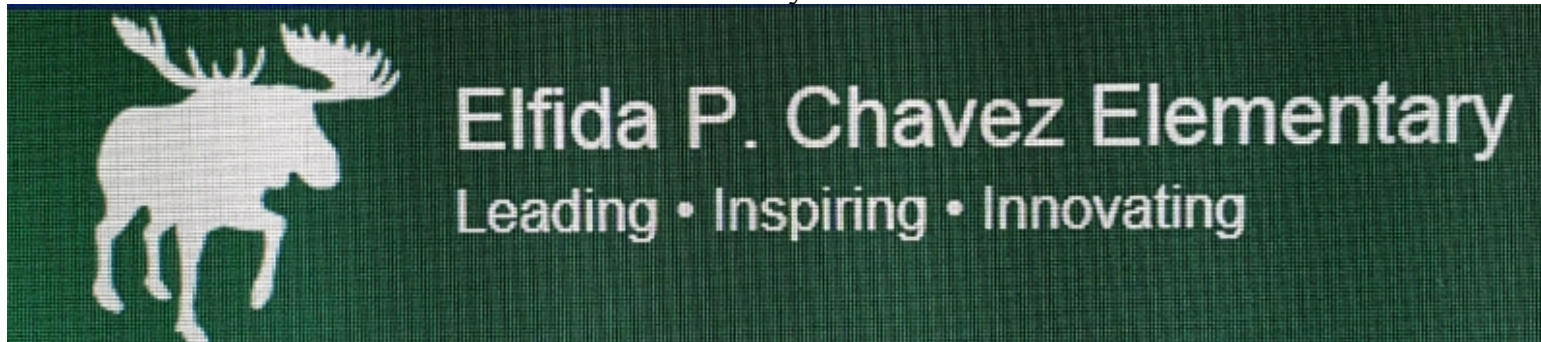


Socorro Independent School District
Elfida P. Chavez Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

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



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

Mission Statement

Empowering all students to succeed through effective teaching.

Vision

Improving Lives

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Comprehensive Needs Assessment

Needs Assessment Overview

School Name: Elfida P. Chavez Elementary

Vision: Improving Lives

Mission: Empowering all students to succeed through effective teaching.

Elfida Chavez will continue to work in 3rd grade reading, 4th grade reading and obtain the highest level of academic achievement possible for all our students. Not only is our goal to increase the percentage of students passing STAAR, but also to increase our Advanced Level performance. Looking ahead to reach the Phase II standard will be attainable if we stay on our current track. We will strive to produce college and career ready students who are academically prepared to meet the expectations of the state and beyond. Teachers will continue to be well trained in the most current research based strategies and methodologies to ensure student success. We will continue to build upon our current parent and community relationships through frequent communication.

Demographics

Demographics Summary

As we go forward into the 2018-2019 school year, demographics indicate that, at Elfida P. Chavez, the student population is 1.99 % of American Indian/Alaskan Native, 4.48% African-American, 2.37% Anglo, 1.74% Asian, 88.92% Hispanic, .50% Hawaiian Pacific Islander, 51.90% male and 48.10% female with a low socioeconomic status of 81%. The staff population is 9% Anglo, 91% Hispanic, 7% male and 93% female.

The average daily attendance rate for students is 96.37%. There are a total of 109 discipline referrals this year. We had 2 ISS and 4 OSS.

Elfida P. Chavez serves 199 or 31.6% English Language Learner students, 28 students in the Gifted and Talented program (51.3% males, 48.7% females), 30 students identified for 504 services, 105 students served through special education services (14.7%) and 12 students tested, and 8 qualified for special education services. We have 48 military families, 5 homeless students, and 4 students identified with dyslexia.

In terms of students that are identified as Tier III, 13% of Kindergarten students are identified with an increase of 1% from last year. In First Grade, 25% are identified which indicates a decrease of 2%. Second grade students were identified with 15%, a decrease of 2%. Third grade showed an increase of 3% with 20% identified, and fourth grade reflected 17% identified with a decrease of 2%. Our 5th grade students were identified Tier II at 12% with 1% increase over last year.

Demographics Strengths

For the last several years, Elfida P. Chavez has a stable community of learners, the majority of which have been a part of our campus since they attended either Prekindergarten or Kindergarten. This low mobility rate has allowed our school to set expectations for learning, behavior, and parent participation from the earliest days of children attending school. There has been a slight change in this, as boundaries were redrawn for the 2017-2018 school year; regardless, this strength was evidenced in the ease with which students were quickly assimilated into the culture of the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students currently served in Special Education continue to not reach the same achievement levels as students in the General Education setting. **Root Cause:** Students served in Special Education may not be in the correct placement to allow them to succeed.

Student Academic Achievement

Student Academic Achievement Summary

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

After reviewing the data from STAAR assessments, assessments of IStation, TSR, TCM, EOY mock assessments and benchmarks this document will highlight our strengths and needs in all areas.

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data disaggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Below are our STAAR results for the 2017-2018 school year, based on Student Achievement Level (SAL). SAL represents the average of the "Approaches," "Meets," and "Mastered" standards:

3rd Math: SAL: 54.7% -1.4%;

3rd Reading: SAL: 49.9% -9.6%

4th Math: SAL: 59.4% +6.4

4th Reading: SAL: 57.4% -.9

5th Grade Math: SAL: 68.3% +1.9

Science: SAL: 52.8% -6.5

Writing: SAL: 50.% -4.2%

LEP: SAL: 47.% -5%; SPED: SAL: 35.9% +5.9; Economically Disadvantaged: SAL: 49.2% +.42

In addition to the above areas, an issue has been identified regarding students coded in the subgroup "white." Performance in the area has fallen 9.7 percentage points in the last year. Strategies and root causes are addressed in the appropriate area of the CIP.

Student Academic Achievement Strengths

Some of the services we offer to students at Elfida Chavez that ensure students will receive a quality education include our Super School model, weekly data meetings, nine week common planning periods for staff, Science Expo, Literary Anthology, UIL, Gifted and Talented program, NEHS (National Elementary Honor Society), and our elective period with Montwood Middle School. Our Super School model is held Monday -Friday from 8:05 to 8:40. On Mondays, class Olweus meetings are held. Tue.-Fri. teachers are responsible to provide targeted small group intervention to TIER III students. Temporary Instructional Aides (TIA's) are made available to assist at-risk student. The SCE coach and Library aide also work with small group interventions. Kindergarten teachers trained in the Wilson program provide services to our dyslexic students as well as to some of our struggling ELL populations. Approximately 21 students were served this year in this program. Teachers meet weekly with the SCE coach and administrators to review data (common assessments, Istation, benchmarks, TCM). Eduphoria is used to disaggregate data and results are posted on data

boards. Instructional discussions are held based on the data. Teachers develop an intervention plan based on their results. Teachers are given a planning day every nine weeks to develop their lessons. Special education teachers are also given a day with their cooperating teachers to plan for their lessons. Teachers begin by planning their nine weeks assessments in math, reading, and science and develop their lessons based on those assessments. Administration will continue to do at least five walk throughs each week to ensure rigor and student engagement occurs in the classroom. Fourth grade students who pass all three STAAR tests are given an elective at the middle school next door. Students may either take band, choir or orchestra. Students not passing a portion of STAAR will be required to attend a STAAR lab with their homeroom teacher during the day. Students who continually tend to struggle will have the opportunity to attend after school tutoring, intersession tutoring, Saturday School tutoring, and summer school. Students in grade first and second are offered Istation practice after school and students in grades 3-5 may attend the Homework Lab after school for homework assistance. Multiplication Masters is a lunch time practice class that is available to students in grades 3-5 to help students master their multiplication facts. Students who struggle either academically or behaviorally are referred to our RTI committee for intervention assistance. Elfida Chavez will purchase the necessary resources and technology equipment needed for student success.

Counselor will continue to promote college readiness through GenTX and career day activities. Our librarian will continue to implement our Book of the Month to promote literacy throughout the campus.

Number of students seen through RTI this year: Approximately 97.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students currently receiving services through Special Education are not reaching the level of academic achievement that students in General Education achieve. **Root Cause:** Students in Special Education may not be receiving the targeted intervention or accelerated instruction necessary to promote necessary achievement.

School Processes & Programs

School Processes & Programs Summary

Elfida P. Chavez is one of 49 campuses in Socorro Independent School District. Elfida P. Chavez opened its doors in 1997 and serves predominantly middle class families. Elfida P. Chavez serves approximately 807 students in grades Kindergarten to fifth grade. Six years ago, 1200 students were served by the campus, which is a decrease of approximately 35 %.

For the 2018-2019 school year, we will focus on District K-12 Initiatives inclusive of Kagan, Balanced Literacy, Guided Reading, Guided Math, Response to Intervention through Differentiated Instruction, and resources and the integration of the new math TEKS. Teachers are also given one day per nine weeks for instructional planning with the SCE coach. The SCE will mentor any new staff members as well as provide training and model lessons as needed. As a result of our Stetson training, special education teachers will continue to receive an additional planning day with their cooperating teachers to assist with inclusion lesson planning. In grades 3-5 we have utilized a team teaching approach to allow teachers to perfect their craft in a given subject.

Elfida P. Chavez has a history of quality in terms of our adherence to curriculum standards, rigorous instruction, and development of aligned assessment. We will continue this history of excellence by building on our strengths, and systematically addressing our needs. Campus Administration will work closely with the campus staff to ensure the performance objectives set forth in this plan are met by the end of the school year.

School Processes & Programs Strengths

The school has a history of consistently high achievement with high expectations for all students. The faculty has remained reasonably stable allowing for the culture to be well established.

Building on our strengths we will:

- Continue with the transitional model and to integrate monolingual students into the bilingual classrooms.
- Bilingual and struggling students will receive targeted small group instruction four days a week from either a Wilson trained teacher serving dyslexia students or with the SCEI coach.
- Professional development will continue to focus on the integration of Lead Forward, Fundamental Five and Margaret Kilgo Data Decisions training.
- Continue to train teachers and implement the Guided Reading model and provide more training on rigorous questioning (Kilgo question stems)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Building capacity of faculty instructional knowledge and practices may prove challenging. **Root Cause:** Our Librarian has been a key source of instructional and institutional knowledge. Loss of such key personnel may create a slight vacuum in instructional knowledge.

Problem Statement 2: The RTI process is currently not at the level that may be needed to identify students that require accelerated instruction. **Root Cause:** Few personnel available to chair, schedule, and track Response to Intervention.

Problem Statement 3: Few support staff are available to serve students in areas such as counseling, RTI, and associated services, regardless of the fact that expectations are increasing. **Root Cause:** Declining enrollment has resulted in a decrease in the number of support staff available to meet expectations.

Perceptions

Perceptions Summary

At Elfida Chavez, our history of academic success and student achievement has long been a source of pride for our faculty and community. This year, we will recommit ourselves to this tradition, and are determined to offer every student the maximum opportunity possible because this is our vocation and we are here to help students.

Safety is an integral part of our school culture. Every school year we begin our professional development with a refresher and update for our district and campus Emergency Operations Plan. This plan is revisited each month by our safety committee and communicated to the staff through monthly faculty meetings and campus SIT meetings. Our Assistant Principal heads the committee and conducts monthly drills as outlined in the EOP. Notifications of drills are sent home in student agendas to keep parents informed.

In order to build a positive parent, business, and community partnership, Elfida P. Chavez will continue to offer STAAR classes for parents. We will have a Family Night once every semester focus on Math/Science/Technology/Language Arts activities for parents and students. STAAR readiness in math, reading, and writing classes are offered to parents every semester.

Perceptions Strengths

As indicated in our district's last climate surveys, teachers considered morale at Chavez to be very high (3.59). In response to the item, "students are receiving a good education at Chavez," the response was also high at 3.84%. In order to ensure that students are college and career ready, teachers will also be provided with professional development during our four ½ day early releases. Teachers will continue weekly grade level meeting to disaggregate data and increase rigor in lesson plans. A minimum of five weekly walkthroughs from administrators will continue.

The campus provides effective communication with parents through school newsletters in both English and Spanish and offer interpreters and translation equipment upon request. The campus sends out a monthly letter to the parents and posts the letter on the school website. The parent liaison sends home a monthly "Moose Clues" letter for parents. Parents will continue to be invited for our monthly Marathon Walks and our annual Dancing with the STAARS. Teachers keep weekly phone logs documenting all parental contact. Positive postcards are mailed home to a few students each month to highlight student's achievements and progress. Communication also comes in the form of our school website and marquee. A monthly military serviceman will be chosen from our Moose families. A fall and spring parent conference night is held as well as monthly volunteer meetings. School counselors and Parent Liaison will again conduct one Olweus parent informational night. The campus purchases "scientific research based" student planner agendas to help facilitate parent-teacher communication. The parent liaison will continue ESL classes along with the Family Frameworks workshops. This year we would like to maintain our current Partners in Education members. The Parent Liaison calls parents of children who are frequently absent or tardy. We will continue to reach out to our community partnerships for presentations during GEN TX week and career week. Our campus will continue fundraising partnerships and community service with agencies such as Jump for Heart, the Ronald McDonald House, and the Battered Women's Shelter. Community representatives will continue to be invited to be a part of our School Improvement Team. Our Mighty Moose PTA currently has 86 members that have received the Superintendent's Award twice and won the Top five volunteer programs for the past six out of seven years.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff climate survey indicates that disciplinary procedures are seen as a weakness at Elfida Chavez. **Root Cause:** Lack of understanding regarding the outlines of student behavior in the Student Handbook and Code of Conduct have resulted in inadequate alignment of disciplinary procedures.

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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other 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: Objective 1.1

For the 2018-2019 school year, Elfida P. Chavez will develop and implement a plan of action to increase the rating of community members that respond that they feel safe at school from 3.60 to 3.95 as defined by the Climate Survey.

Evaluation Data Source(s) 1: Reflections of EOP team and surveys indicating climate of safety.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development at the beginning of the year to all staff and students based on the Emergency Operations Plan.	2.4	Administration, Clerks, Parent Liaison, Safety Team	Drills will be more efficient			
Funding Sources: 199 - General - 0.00						
Critical Success Factors CSF 5	2.4, 3.1, 3.2	Administration, Parent liaison	Increase in security and positive school climate			
2) Promote the MOD (Moose on Duty) in order to increase the size of our volunteers	Funding Sources: 211 - Title I, Part A - 300.00					
Critical Success Factors CSF 6	2.4	Teachers, Administration	Decrease in discipline referrals			
3) Monitoring of the hallways, entrances and exits by following an am/pm schedule by faculty and staff	Funding Sources: 199 - General - 0.00					

<p>Critical Success Factors CSF 6</p>	<p>2.4</p>	<p>Monitors, office staff</p>	<p>Visitors wear badges when on campus. Visitor sign in sheets</p>			
<p>4) Using Hall Pass to check ID's and greeting visitors when they arrive at the front entrance. Vistors will wear vistors pass.</p>						
<p>Funding Sources: 199 - General - 0.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 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: Objective 1.2

For the 2018-2019 school year, Elfida P. Chavez will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: All emergency drills will be completed effectively and in a timely manner

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Staff will receive training on Emergency situations at the beginning of the year.</p>	2.4	Assistant Principal, Teachers and Staff	Drills are completed in a timely manner			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 3</p> <p>2) Students will receive training during the first nine weeks on all five emergency drills.</p>	2.4	Teachers	Students knowledge of emergency drills			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Practice of safety drills will be done routinely throughout the year.</p>	2.4	Teachers, Administration, Staff	Students and staff will be aware of all emergency drills			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 6</p> <p>4) Classrooms are supplied with an emergency backpack which include supplies necessary in case of an emergency.</p>	2.4	Mrs. Schwantner, Volunteer Coordinator	Teachers are better prepared for emergencies			
Funding Sources: 199 - General - 200.00						
= 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: Objective 1.3

For the 2018-2019 school year, the number of bullying-related incidents reported at Elfida P. Chavez will decrease from 2 to 0.

Evaluation Data Source(s) 3: Decrease in number of bully-related reports both through alert system and in-school incidents.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Weekly School Wide designated day for Olweus and Master Teacher anti-bullying and Social/Emotional Learning programs.</p>	2.4, 2.6	Counselors, Teachers	Discipline referral data			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Scheduled anti-bullying lessons are conducted on a routines basis by our counselors.</p>	2.4, 2.6	Counselors Teachers	Survey			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 5</p> <p>3) Presentation of our Olweus/Master Teacher program during Family Night.</p>	2.4, 2.6, 3.1, 3.2	Counselors	Parent Feedback			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 6</p> <p>4) You have a "Voice Box"</p>	2.4, 2.6	Counselor	Student Feedback			
Funding Sources: 199 - General - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 4: Objective 1.4

For the 2018-2019 school year, the attendance rate for all students at Elfida P. Chavez will increase by 1% over 96.27%, the attendance rate of the previous year.

Evaluation Data Source(s) 4: Increase in attendance as reflected by reports submitted and reviewed by nine-weeks.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Rewarding students at the monthly and end of the year for perfect attendance.</p>	2.4, 2.6	Attendance Committee, Parent Liason, Teachers	Students promote excellent attendance			
Funding Sources: 199 - General - 2500.00						
<p>Critical Success Factors CSF 5</p> <p>2) Parents will be informed on attendance requirements and policies during our first parent night.</p>	2.4, 2.6, 3.1, 3.2	Teachers	Parent Feedback, Increased Attendance			
Funding Sources: 199 - General - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 5: Objective 1.5

For the 2018-2019 school year, the total number of disciplinary incidents at Elfida P. Chavez will decrease by 15% from the 159 incidents that were addressed during the 2017-2018 school year.

Evaluation Data Source(s) 5: Decrease in discipline referrals as reflected by administrative reports and Tyler system.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Implementation of Olweus/Master teacher program, and the purchase of any additional materials for The Master Teacher or Social Emotional Learning Programs to be implemented during superschool and/or during the instructional day.</p>	2.4, 2.6	Teachers, Administration, Counselors	Discipline Data			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Administration and teacher duty schedule before, during and afterschool.</p>	2.4	Teachers, Administration, Counselors	Decreased Disciplinary incidents in playground and school grounds			
Funding Sources: 199 - General - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 1: Objective 2.1

For the 2018-2019 school year, 100% of Elfida P. Chavez students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 1: RTI agendas, progress reports, report cards and assessment results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Targeted Support Strategy Critical Success Factors CSF 1 1) Students will be identified as LEP through SELP testing and placed in the ELL classes as needed	2.4, 2.6	Temporary Instructional Aide, PEIMS clerk	Students placed appropriately			
Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 0.00						
Targeted Support Strategy Critical Success Factors CSF 1 2) Special education students will receive services based on their needs and in conjunction with Stetson model	2.4, 2.6	Special education teachers, diagnostician, administration	Increased scores in special education population			
Funding Sources: 199 - General Fund : Special Education - 0.00						
Targeted Support Strategy Critical Success Factors CSF 1 3) RTI meetings will be held for all struggling students and interventions will be documented	2.4, 2.5, 2.6	Administration, counselors, SCE coach, teachers	Progress reports, report cards			
Funding Sources: 199 - General Fund: SCE - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: Objective 2.2

By June 2019, Elfida P. Chavez shall increase the level of instructional rigor 100% across the core content areas through providing resources, and consistently monitoring instructional staff.

Evaluation Data Source(s) 2: Increase in benchmark scores, nine weeks assessments, and STAAR scores.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) Administration will conduct at least five classroom observation walk throughs per week.</p>	2.4	Administration	Increase in instructional rigor in the classrooms			
Funding Sources: 199 - General - 0.00						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) Provide accelerated language instruction for students identified through Istation as "Tier III".</p>	2.4, 2.5, 2.6	Administration, teachers, SCE coach, temporary instructional aides, library aide, at-risk aide	Increase in student achievement			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>3) Provide Margaret Kilgo Data Driven Decision training, Lead Forward and AVID strategies for staff.</p>	2.4, 2.6	Administration, teachers	Increase in STAAR scores			
Funding Sources: 199 - General - 0.00						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>4) Purchase technology equipment and software to improve instruction for students.</p>	2.4, 2.6	Administration, Librarian	Increase in benchmark and STAAR scores. Increase in Star chart rating			
Funding Sources: 211 - Title I, Part A - 10000.00						

Targeted Support Strategy Critical Success Factors CSF 1 5) Purchase Gifted and Talented testing materials / supplies for the purpose of identifying/ instruction of Gifted and Talented students	2.4, 2.5, 2.6	GT coordinator	Increase number of identified GT students			
	Funding Sources: 199 - General: Gifted and Talented - 300.00					
Critical Success Factors CSF 1 6) Provide one day every nine weeks for teachers to plan effective lessons based on TEKS.	2.4, 2.6	Administration, SCE coach	Rigorous lessons based on TEKS			
	Funding Sources: 199 - General Fund: SCE - 0.00					
7) Provide student incentives and snacks for Robotics camp and summer school	2.4, 2.5, 2.6	Administration	Increase in scores			
	Funding Sources: 211 - Title I, Part A - 2000.00					
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 8) Selected teachers in grades 4 and 5 will attend AVID Summer institute.	2.4, 2.6	Administration, Teachers	Increase in STAAR scores			
	Funding Sources: 211 - Title I, Part A - 6000.00					
= Accomplished = No Progress = Discontinue						

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






Performance Objective 3: Objective 2.3

For the 2018-2019 school year, Elfida P. Chavez will improve its student state assessment scores in Reading by 6% as compared to the 2017-2018 state assessment score of 84.8%.

Evaluation Data Source(s) 3: Increase in Reading benchmark, nine weeks assessment, and STAAR scores.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 1) Provide after school, intersession, summer, and Saturday school tutoring.	2.4, 2.5, 2.6	Teachers, SCE coach	STAAR scores, benchmark scores, common assessments			
	Funding Sources: 211 - Title I, Part A - 15500.00, 199 - General Fund: Bilingual - 7900.00, 199 - General Fund: SCE - 0.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 2) Create and purchase fluency folders for each grade level. Train teachers in Johnny Can Spell supplemental instructional program and purchase materials to facilitate implementation. A subscription to Tumblebooks will be purchased, and, in addition, more Social Studies instruction will be integrated with Reading. To facilitate, resources will be purchased to include Social Studies Weekly.	2.4, 2.5, 2.6	Teachers, SCE coach	Increase in assessment scores			
	Funding Sources: 211 - Title I, Part A - 2000.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 3) Increase in vocabulary through Book of the Month, digital marquee and library books	2.4, 2.6	Teachers, SCE coach, Librarian Aide	STAAR scores, benchmark and common assessment scores			
	Funding Sources: 211 - Title I, Part A - 25000.00, 199 - General Fund: SCE - 14000.00					

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 4) Ensure that reading resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Reading (Mentoring Minds), and Storyworks.	2.4, 2.6	Administration, SCE coach	Reading STAAR scores			
	Funding Sources: 211 - Title I, Part A - 8000.00, 199 - General - 1400.00					
 = 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: Objective 2.4

For the 2018-2019 school year, Elfida P. Chavez will improve its student state assessment scores in Mathematics by 4% as compared to the 2017- 2018 state assessment score of 88.2%.

Evaluation Data Source(s) 4: Increase in Math benchmark, nine weeks assessment, and STAAR scores.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 1) Provide after school, intersession, summer, and Saturday School tutoring.	2.4, 2.5, 2.6	Teachers, SCE coach	STAAR scores, benchmark scores, common assessments Increase in nine week assessments, common assessments, benchmark			
	Funding Sources: 199 - General Fund: SCE - 0.00					
Critical Success Factors CSF 1 2) Ensure that math resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Math (Mentoring Minds), and Lone Star Digital Learning.	2.4, 2.6	Administration, SCE coach	Math STAAR scores			
	Funding Sources: 211 - Title I, Part A - 5000.00					
= 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: Objective 2.5

For the 2018- 2019 school year, Elfida P. Chavez will exceed by 8% its student state assessment scores in Science as compared to the 2017-2018 state assessment score of 83.4%.

Evaluation Data Source(s) 5: Increase in Science benchmark, nine weeks assessment, and STAAR scores.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 1) Provide after school, intersession, summer, and Saturday school tutoring.	2.4, 2.5, 2.6	Provide after school, intersession, and Saturday school tutoring.	STAAR scores, benchmark scores, common assessments			
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 2) Ensure that science resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Science (Mentoring Minds), Forde Ferrier Science, Scholastic News and Science Spins.	2.4, 2.6	Administration, SCE coach	Science STAAR scores			
	Funding Sources: 211 - Title I, Part A - 5000.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 3) Purchase United Streaming and Brain Pop to help students prepare for the STAAR assessment.	2.4, 2.6	Administration	Increase in STAAR scores			
	Funding Sources: 211 - Title I, Part A - 900.00					
= 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: Objective 2.6

For the 2018-2019 school year, Elfida P. Chavez will improve student assessment scores in Writing by 10% as compared to the 2017- 2018 state assessment score of 77.1%.

Evaluation Data Source(s) 6: Increase in Writing benchmark, nine weeks assessment, and STAAR scores.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 1) Provide after school , intersession, summer, and Saturday school tutoring.	2.4, 2.5, 2.6	Teachers, SCE coach	STAAR scores, benchmark scores, common assessments			
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 2) Ensure that writing resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Science (Mentoring Minds),	2.4, 2.6	Administration, SCE coach	Administration, SCE coach			
	Funding Sources: 211 - Title I, Part A - 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 7: Objective 2.7

For the 2018-2019 school year, all students identified in the Economically Disadvantaged subgroup at Elfida P. Chavez will make gains in Reading. These gains are defined as follows: Reading- Economically Disadvantaged: 4% over 2017-2018 78%

Evaluation Data Source(s) 7: Benchmark scores, nine-week assessments, STAAR scores.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) As indicated by data reflecting the needs of students in the economically disadvantaged subgroup, students will be provided accelerated instruction during intersession, summer, Saturdays, and after school.</p>	2.4, 2.5, 2.6	Administration, teachers	Increase in STAAR scores			
Funding Sources: 199 - General Fund: SCE - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 8: For the 2018-2019 school year, Elfida P. Chavez will improve the performance of ELL students in reading by 9% over the 2017-2018 school year to reach 77%.

Evaluation Data Source(s) 8: Benchmark scores, nine-week assessments, STAAR scores.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) Bilingual students will be provided accelerated instruction during intersession, summer, Saturdays, and after school.</p>	2.4, 2.5, 2.6	Administration, teachers	Increase in TELPAS scores			
Funding Sources: 199 - General Fund: Bilingual - 0.00						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) A temporary instructional aide will work with bilingual students on targeted interventions</p>	2.4, 2.5, 2.6	Bilingual teacher, temporary instructional aide	Improved scores. Nine wks. data, benchmark data, mock scores			
Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 0.00						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>3) Kindergarten bilingual students will be offered ESL Academy during intersession and summer school.</p>	2.4, 2.5, 2.6	ESL teacher	Increase in Istation scores			
Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 9: For the 2018- 2019 school year, Elfida P. Chavez will improve the performance of all students in Special Education in Reading from a level 2 as defined by PBMAS data. From 42.9 to reach 57%.

Evaluation Data Source(s) 9: Benchmark scores, nine-week assessments, STAAR scores.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 1) Special education students will be mainstreamed to the fully extent possible to meet student's needs	2.4, 2.6	Teachers, diagnostician	Increase in student scores			
	Funding Sources: 199 - General Fund : Special Education - 0.00					
2) Systematically monitor progress of Special Education students, looking at past performance and present growth.	2.4, 2.6	Teachers, SPED teachers, Diagnostician, Principal	Increase in student scores			
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - General Fund : Special Education - 0.00, 199 - General - 0.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 9 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students currently receiving services through Special Education are not reaching the level of academic achievement that students in General Education achieve. Root Cause 1: Students in Special Education may not be receiving the targeted intervention or accelerated instruction necessary to promote necessary achievement.

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

Performance Objective 10: For the 2018- 2019 school year, Elfida P. Chavez will improve the performance of all students in Special Education in Writing from a level 3 as defined by PBMAS data. Increase will be from 35.7% to 45%

Evaluation Data Source(s) 10: PBMAS, Benchmark scores, nine-week assessments, STAAR score

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Improve instruction by developing focussed Writing lesson planning in K-3rd grades	2.4, 2.6	Teachers, SCEI Coach, Principal	Increase in student scores			
Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - General - 0.00						
= Accomplished = No Progress = Discontinue						

Performance Objective 10 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students currently receiving services through Special Education are not reaching the level of academic achievement that students in General Education achieve. Root Cause 1: Students in Special Education may not be receiving the targeted intervention or accelerated instruction necessary to promote necessary achievement.

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, the number of teachers that demonstrate increased instructional effectiveness (as measured by T-TESS, walkthroughs, etc.) will be a minimum of 32 out of 36.

Evaluation Data Source(s) 1: Walkthrough data, instructional Rounds feedback, and T-Tess data to indicate teacher effectiveness.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 1) Instructional rounds will be conducted at least once at Elfida Chavez to provide feedback to staff.	2.4	Administration, SCE coach	Increase in level of rigor on DOK			
Funding Sources: 199 - General Fund: SCE - 0.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 2) Employ a State Compensatory Education Intervention (SCE-I) Coach that will offer assistance to new teachers.	2.4, 2.5, 2.6	Administration, SCE-I Coach	Increase in STAAR scores, benchmark scores, nine week scores			
Funding Sources: 199 - General Fund: SCE - 60000.00						
Critical Success Factors CSF 3 CSF 6 CSF 7 3) Administration will recognize teachers with Moose of the Month Awards and monthly teacher recognitions / highlights.		Administration	Increase in climate surveys Increase in student achievement			
Funding Sources: 199 - General - 300.00						

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 4) Teachers will have one day of instructional planning every nine weeks and will meet weekly to review assessments.	2.4, 2.6	SCEI coach, teachers, administration	Increase in rigor in lessons and improved scores			
	Funding Sources: 199 - General - 0.00					
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Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2018-2019 school year, Elfida P. Chavez will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Increase in benchmark scores, nine weeks assessments, mock scores

Summative Evaluation 2:

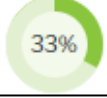
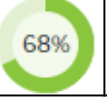
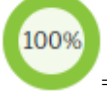
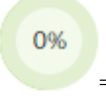

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 1) Provide opportunities for professional development to all Elfida P. Chavez teachers.	2.4, 2.6	Administration, SCEI coach	Increase student scores in assessments, such as, benchmarks, mocks, nine weeks , STAAR			
Funding Sources: 211 - Title I, Part A - 10000.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 2) Provide new teachers with a mentor teacher from the campus and time to meet and plan.	2.4, 2.6	Administration	Improvement in student performance			
Funding Sources: 199 - General - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 3: During the 2018-2019 school year, Elfida P. Chavez will offer a minimum of 10 professional development opportunities offered to employees.

Evaluation Data Source(s) 3: Agendas and sign in sheets reflecting staff development sessions.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Provide professional development on Autism awareness, Empowering Writers, Kilgo, Science mini cast, TEA STAAR and TELPAS review, Differentiated instruction and technology.	2.4, 2.6	Administration, SCEI coach, counselors	Increase rigor in instruction			
Funding Sources: 211 - Title I, Part A - 10000.00						
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 4: During the 2018-2019 school year, Elfida P. Chavez will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet all metrics as defined by state expectations.

Evaluation Data Source(s) 4: Inventory of materials, evidence of increase in student performance based on state assessments.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 1) Purchase necessary programs and resources for example: Empowering Writers, Target Practice and science lab resources, Mentoring Minds	2.4, 2.6	Administration, SCEI coach	Increase in student scores			
Funding Sources: 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 5: During the 2018-2019 school year, the number of teachers at Elfida P. Chavez certified in Bilingual Education, and/or Special Education will increase by 2 in Bilingual Education, and 1 in Special Education.

Evaluation Data Source(s) 5: Teachers seeking further certification in specified areas.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 1) Administration will communicate with staff the reimbursement program during staff meetings or via emails.		Administration	Increase in the number of teachers certified in various areas			
	Funding Sources: 199 - General - 0.00					
Critical Success Factors CSF 7 2) Administration will communicate with Human Resources when hiring new personnel to ensure they are highly qualified.	2.4, 2.6	Administration, Human Resources	All teachers are trained and highly qualified			
	Funding Sources: 199 - General - 0.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 6: By the end of the 2018-2019 school year, 100% of Elfida P. Chavez teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 6: Sign-in sheets and agenda from training given by counselor. Survey to reflect teacher knowledge.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Counselor will provide training to teachers regarding the requirements of House Bill 5.</p>	2.4, 2.6	Counselor, Administration	Increased knowledge of requirements of House Bill 5.			
Funding Sources: 199 - General - 0.00						
= Accomplished = No Progress = Discontinue						







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

Performance Objective 1: During the 2018-2019 school year, Elfida P. Chavez will continue the number of collaborative educational involvement activities and events (6 opportunities) for parents and community members to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Agendas from involvement activities and sign-in sheets.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) Hold various activities and events for parents to collaborate with the school to include: * Family Nights * STAAR nights *Olweus Awareness Night *MOD Squad meetings *Open House *Parent / Teacher Conference Night *Dancing with the STAARS * Career Day *Earth Day</p>	3.1, 3.2	Administration, counselors, SCEI coach, Parent Liaison, teachers, Bilingual dept.	Increase in parental involvement			
Funding Sources: 211 - Title I, Part A - 17800.00						
<p>Critical Success Factors CSF 5</p> <p>2) Purchase refreshments and / or materials for parental meetings and conferences.</p>	3.1, 3.2	Parent Liaison	Increase in parent participation in conferences and meetings			
Funding Sources: 211 - Title I, Part A - 670.00						

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Create a "Kinder Corner" for parents to sit and read and do other activities with their kinder child while waiting for the 3:15 dismissal.</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Parent Liaison</p>	<p>Increase in reading scores reflected on End of year Milestones, Istation, fluency folders</p>			
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Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2018-2019 school year, Elfida P. Chavez will increase the number of notifications, sent via newsletters, email, and Blackboard call-out system to parents, business, and community members by 2, as compared to the previous year's number of 25.

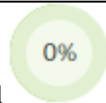
Evaluation Data Source(s) 2: Documentation of notifications, Climate surveys and informal parental feedback.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Moose Monthly will be sent to parents every month by administration.</p>	3.1, 3.2	Administration	Increased attendance at meetings			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Update Moose school website monthly to reflect school calendar and important information to parents.</p>	3.1, 3.2	Administration, Librarian	Increased attendance at school functions and increase in student achievement			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Update school marquee weekly.</p>	3.2	Administration, office staff, custodians	Increase attendance at school functions creating an increase in student achievement			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Positive postcards will be sent monthly to student homes.</p>	3.1	Administration, teachers, secretary	Increase in parent / teacher communication impacting student achievement in a positive manner.			
Funding Sources: 199 - General - 500.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Parent Liaison will send home monthly newsletter, "Moose Clues".</p>	3.1	Parent Liaison	Increase in meeting attendance by parents			
Funding Sources: 211 - Title I, Part A - 100.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Provide parents with constant proactive communication through scientifically research based student agendas.</p>	3.1, 3.2	Administration	Increase in parent participation in school events and positive impact on student achievement			
Funding Sources: 211 - Title I, Part A - 5000.00						



= Accomplished



= No Progress




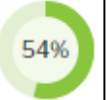
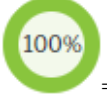


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Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication;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

Performance Objective 3: By the end of the 2018-2019 school year, Elfida P. Chavez will increase by 1, over the previous year's number of 5, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Sign-in sheets from partnership activities.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) Continue partnership activities to include: *Gen TX *Career Day * Jump 4 Heart *Family Nights at various partners in education businesses</p>	3.1, 3.2	Administration, counselors, parent liaison	Improved relations with community and partners in education			
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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, Elfida P. Chavez will have a minimum of 1 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Agendas and sign-in sheets from training. Climate survey feedback.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 6 1) Provide at least one customer service training to office staff.		Administration, office staff	Positive climate			
Funding Sources: 199 - General - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 1: During the 2018- 2019 school year, 100% of Elfida P. Chavez teachers at all grade levels will provide students in Bilingual Education, English as a Second Language Education, and Special Education with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 1: Documentation in eduphoria and RTI meeting notes. Increase in student STAAR scores and performance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 1) Students identified with dyslexia will be provided support by our kinder teachers during Super School.	2.4, 2.5, 2.6	Kinder teachers	Increase istation scores, progress through Wilson program			
	Funding Sources: 199 - General - 0.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 2) Students will be provided with targeted interventions as documented through RTI.	2.4, 2.5, 2.6	Administration, counselors, teachers	Increase in Istation, Benchmark scores, nine weeks assessments			
	Funding Sources: 199 - General - 0.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 3) Students will receive targeted instruction during M&M's, Superschool, after school tutoring, Saturdays, and intersession.	2.4, 2.5, 2.6	Parent liaison, SCE coach, Temporary Instructional Aides, and instructional personnel	Increase in multiplication mastery, increase in home.			
	Funding Sources: 211 - Title I, Part A - 17500.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: For the 2018-2019 school year, Elfida P. Chavez administrators will increase by 1, over the 9 provided during 2017-2018, the number of professional development activities to achieve enhanced knowledge of data-driven instruction and reinforce accountability.

Evaluation Data Source(s) 2: Agendas from professional development activities, sign-in sheets, increase in student performance.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 7 1) Book studies will be conducted to support teachers in areas of need	2.4	Administration, Librarian, Counselors	Increase in student scores			
Funding Sources: 211 - Title I, Part A - 1500.00						
Critical Success Factors CSF 7 2) State Comp Ed. coach will provide model lessons and resources to staff	2.4, 2.5, 2.6	SCE coach	Increase in student scores			
Funding Sources: 199 - General Fund: SCE - 60000.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 7 3) Teachers will be given the opportunity to attend district SIOP trainings.	2.4, 2.6	Administration, teachers	Lesson plans using SIOP strategies and objectives posted			
Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 0.00						
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	3	1	Provide after school, intersession, summer, and Saturday school tutoring.
2	3	2	Create and purchase fluency folders for each grade level. Train teachers in Johnny Can Spell supplemental instructional program and purchase materials to facilitate implementation. A subscription to Tumblebooks will be purchased, and, in addition, more Social Studies instruction will be integrated with Reading. To facilitate, resources will be purchased to include Social Studies Weekly.
2	3	3	Increase in vocabulary through Book of the Month, digital marquee and library books
2	3	4	Ensure that reading resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Reading (Mentoring Minds), and Storyworks.
2	4	1	Provide after school, intersession, summer, and Saturday School tutoring.
2	5	1	Provide after school, intersession, summer, and Saturday school tutoring.
2	5	2	Ensure that science resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Science (Mentoring Minds), Forde Ferrier Science, Scholastic News and Science Spins.
2	5	3	Purchase United Streaming and Brain Pop to help students prepare for the STAAR assessment.
2	6	1	Provide after school , intersession, summer, and Saturday school tutoring.
2	6	2	Ensure that writing resources are provided to assist teachers with the instruction of the TEKS. Resources to include: Measuring-up (People's Education), Curriculum Associates, Motivation Science (Mentoring Minds),
3	1	1	Instructional rounds will be conducted at least once at Elfida Chavez to provide feedback to staff.
3	1	2	Employ a State Compensatory Education Intervention (SCE-I) Coach that will offer assistance to new teachers.
3	1	4	Teachers will have one day of instructional planning every nine weeks and will meet weekly to review assessments.
3	2	1	Provide opportunities for professional development to all Elfida P. Chavez teachers.
3	2	2	Provide new teachers with a mentor teacher from the campus and time to meet and plan.
3	3	1	Provide professional development on Autism awareness, Empowering Writers, Kilgo, Science mini cast, TEA STAAR and TELPAS review, Differentiated instruction and technology.
3	4	1	Purchase necessary programs and resources for example: Empowering Writers, Target Practice and science lab resources, Mentoring Minds
3	5	1	Administration will communicate with staff the reimbursement program during staff meetings or via emails.

Goal	Objective	Strategy	Description
4	1	3	Create a "Kinder Corner" for parents to sit and read and do other activities with their kinder child while waiting for the 3:15 dismissal.
5	1	1	Students identified with dyslexia will be provided support by our kinder teachers during Super School.
5	1	2	Students will be provided with targeted interventions as documented through RTI.
5	1	3	Students will receive targeted instruction during M& M's, Superschool, after school tutoring, Saturdays, and intersession.
5	2	3	Teachers will be given the opportunity to attend district SIOP trainings.

State Compensatory

Budget for Elfida P. Chavez Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-115-30-39-000	6118 Extra Duty Stipend - Locally Defined	\$8,825.00
6100 Subtotal:		\$8,825.00
6300 Supplies and Services		
199-11-115-30-39-000	6399 General Supplies	\$1,500.00
6300 Subtotal:		\$1,500.00

Personnel for Elfida P. Chavez Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dulce Aleman	SCEI Coach	SCE	1
Laura Renteria Moya	CSR Teacher	SCE	1
Monica Madrid	CIS	SCE	.50
Silvia Dorador	Library Aide	SCE	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Monica Madrid	CIS	Title I	.50
Sandra Spencer	Parent Liaison	Title I	1

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$200.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$2,500.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	2	1			\$0.00
2	2	3			\$0.00
2	3	4			\$1,400.00
2	9	2			\$0.00
2	10	1			\$0.00
3	1	3	Teacher account \$300.00		\$300.00
3	1	4			\$0.00
3	2	2			\$0.00
3	5	1			\$0.00

3	5	2			\$0.00
3	6	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$500.00
4	4	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
Sub-Total					\$4,900.00

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
2	2	2			\$0.00
2	2	6			\$0.00
2	3	1			\$0.00
2	3	3			\$14,000.00
2	4	1			\$0.00
2	7	1			\$0.00
3	1	1			\$0.00
3	1	2	SCE: \$60,000 (1 FTE)		\$60,000.00
5	2	2			\$60,000.00
Sub-Total					\$134,000.00

199 - General Fund : Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	9	1			\$0.00
2	9	2			\$0.00

					Sub-Total	\$0.00
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	2				\$300.00
2	2	4				\$10,000.00
2	2	7				\$2,000.00
2	2	8	\$6,000.00			\$6,000.00
2	3	1				\$2,700.00
2	3	1			211.11.115.24.00.000.6299.2119A	\$12,800.00
2	3	2				\$2,000.00
2	3	3				\$10,000.00
2	3	3				\$15,000.00
2	3	4				\$8,000.00
2	4	2				\$5,000.00
2	5	1	refer to 5.1.1		refer to 5.1.1	\$0.00
2	5	2				\$5,000.00
2	5	3				\$900.00
2	6	1	refer to 5.1.1			\$0.00
2	6	2	refer to to 2.5.4			\$0.00
3	2	1				\$10,000.00
3	3	1				\$10,000.00
3	4	1				\$5,000.00
4	1	1				\$300.00
4	1	1				\$17,500.00
4	1	2				\$670.00
4	2	5				\$100.00
4	2	6				\$5,000.00
5	1	3				\$17,500.00

5	2	1			\$1,500.00
Sub-Total					\$147,270.00
263 - Title III, Part A (Eng. Lang. Acq.)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	8	2			\$0.00
2	8	3			\$0.00
5	2	3			\$0.00
Sub-Total					\$0.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$7,900.00
2	8	1			\$0.00
Sub-Total					\$7,900.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$300.00
Sub-Total					\$300.00
Grand Total					\$294,370.00