

Socorro Independent School District

Ernesto Serna School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Social Studies
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

To nurture and guide scholars through engagement, respect and structure in order to maximize their Academic potential and meet their Emotional needs.

Vision

Embrace Excellence and Expect Success!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school has been given the distinctive honor of being named after a member of the community who nobly carried out his duty as servant and protector, but who subsequently lost his life in the process. Our campus is named after Officer Ernesto Serna who served with pride and gave his life to the El Paso Police Department. Part of our mission here at Ernesto Serna School is to instill in our students the same hope, pride, and dignity that Officer Serna displayed as he gave the ultimate sacrifice for our city - his life.

Ernesto Serna is one of 48 campuses in Socorro Independent School District. Ernesto Serna was established in the year 2000 as a Kinder-8 School in the lower valley of the Socorro community. Established first as a Dual Language campus, our school serves predominantly hispanic community with a diverse need in both economically and academically. Ernesto Serna K8 serves 730 students in grades kinder through 8th grade. The student population is 0.14% Black African-American, 0.41% White Anglo, 0% Asian, 99.45% Hispanic, and 0% of our students identified with Two or More races.

Students:

The number of students identified and served in special programs are Bilingual 130, Gifted and Talented 30, Special Education 73, Dyslexia 10, Homeless 10. Our Title 1 population is 730, economically disadvantaged population is 652 and 17 students that coded Immigrant. The most current data indicates the campus has a 11% mobility rate. The average daily attendance rate for students is 95.95%.

2018-2019 | Student Enrollment Data

Grade level	Kinder	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
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Enrollment	31	41	35	40	44	57	136	142	147
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2018-2019 Campus Staff

Ernesto Serna has approximately 40 teachers that serve students in grades K-8th. Our classes consist of a 1:22 teacher to student ratio in grades K-4th. Our 5th through 8th grade classrooms consist of 1:26 ratio. Elective classes hold approximately 18 students in each class period for grades 6-8. The campus support is made up of 3 Phys. Ed coaches, 1 priority substitute, 2 SCEI Coaches, 2 Counselors, 2 Assistant Principals, 1 FLS Teacher, 3 SPED FLS Aides, 6 SPED Teachers for SS, CT & SF, 2 TIA's, 8 Food service employees, 1 Nurse, 1 Police Officer, 1 Security Officer, 1 Parent Liaison, 5 Custodial, 1 Librarian, and 6 Cross Guards/Monitors.

Demographics Strengths

Strengths

- Attendance rates for the school year continue to improve and get closer to the district goal of 97%. The attendance rate for the 2017-2018 school year was 96.22%. Students are motivated to receive incentives for monthly perfect attendance such as free dress day, 9 weeks A/B Honor Assembly awards.
- ELL/ESL students are supported with one district funded instructional aide and one campus funded instructional aide who provide small group interventions with teacher collaboration and through the use of the Read 180 program
- Our Instructional aides followed their schedules based on student needs and were in the classroom 100% of the time. They provided assistance in the classroom, planned lessons in accordance to the SE's that were in low performance. In addition, the aides worked in conjunction with the classroom teachers and adapted to the classroom needs.
- Students in the 1st year of AVID implementation, had scheduled classes, and organization throughout their schedule. 5th grade teachers implemented AVID strategies in the core content areas in order to transition to the middle school section of our campus.
- 100% of our 5th grade students met the standard on the Math state assessment for the 2017-2018 school year.
- 8th Grade students had the number one overall STAAR scores in the area of math for the second year in a row.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students in Index 4 must decrease in order to attain an "A" rating. (LOC) **Root Cause:** Additional training for teachers

and staff is necessary in order to communicate with the community in every grade level.

Problem Statement 2: The campus attendance needs to increase from a 95.95% in order to meet SISD baseline of 97.0% for the 2018-2019 school year.

Root Cause: Campus needs to make early contact with each of our parents during the school year in order to communicate the importance of attending school and meeting the 90%.

Student Academic Achievement

Student Academic Achievement Summary

2017-2018 5th & 8th SSI STAAR Scores

STAAR Test	Spring 2017	Spring 2018	Masters Grade Level	% S.A Change
5th Grade Reading	79.5%	85.7%	20.4%	+6.9
5th Grade Math	93.2%	100%	32.7%	+11.4
8th Grade Reading	85.7%	87.9%	26.2%	+5.2
8th Grade Math	96.2%	98.6%	44.0%	+6.0

2017-2018 STAAR Results

STAAR Test	Approaches 2017	Meets 2017	Masters 2017	Approaches 2018	Meets 2018	Masters 2018	Achievement % Change
Math	84.3	50.1	20.1	89.6	59.5	27.9	+7.49
Reading	74.2	36.0	13.5	78.1	43.9	20.5	+6.25
Science	82.5	46.9	5.1	80.6	46.1	19.9	+4.04
Social Studies	67.7	24.1	6.0	78.0	41.1	23.4	+14.94
Writing	71.9	40.5	9.2	66.2	41.4	6.1	-2.66

2017-2018 Spring STAAR Results by Grade

Content	App	Meets	Masters	Achievement % Change	SPED APP	ELL APP
3 rd Math	81.3	52.1	18.8	+5.9	40.0	84.2
3 rd Reading	75.0	37.5	16.7	+8.7	40.0	78.9
4 th Math	78.0	33.9	13.6	-13.5	71.4	61.9
4 th Reading	66.1	30.5	11.9	-4.3	71.4	61.9
4 th Writing	49.2	30.5	3.4	-19.5	57.1	38.1
5 th Math	100.00	66.0	32.0	+11.5	100.0	100.0
5 th Reading	86.0	52.0	20.0	+7.2	42.9	62.5
5 th Science	82.0	38.0	8.0	-0.5	57.1	62.5
6 th Math	84.1	47.0	18.9	+5.1	46.2	66.7
6 th Reading	68.9	37.9	13.6	+6.6	15.4	30.3
7 th Math	90.0	57.1	27.9	+17.0	64.7	73.5
7 th Reading	80.0	47.9	26.4	+8.6	23.5	38.2
7 th Writing	73.4	46.0	7.2	+4.0	12.5	24.2
8 th Math	98.6	84.4	44.0	+6.0	77.8	100.0
8 th Reading	87.9	50.4	26.2	+5.2	22.2	69.2
8 th Science	80.1	48.9	24.1	+5.7	0.0	65.4
8 th S.S	78.0	41.1	23.4	+14.9	22.2	50.0
8 th Algebra	100.0	94.9	35.9	-8.4	n/a	

TELPAS 2017-2018 Average Comprehension and Composite Results

Data will be available from TEA August 2018

TELPAS Scores below are from 2016-2017					
Grade Level	AVG Comprehension	Comp BEG	Comp INT	Comp ADV	Comp ADV H
Kinder All Students	3.0	11%	21%	42%	26%
1 st Grade All Students	3.0	9%	32%	23%	36%
2 nd Grade All Students	3.0	0%	24%	48%	29%
3 rd Grade All Students	2.7	17%	27%	33%	23%
4 th Grade All Students	3.2	0%	33%	24%	43%
5 th Grade All Students	2.7	0%	13%	81%	6%
6 th Grade All Students	2.8	5%	34%	39%	22%
7 th Grade All Students	3.1	6%	16%	48%	29%
8 th Grade All Students	3.4	0%	4%	31%	65%

IStation Reading Results May 2018

	<u><i>% of Tier III</i></u>	<u><i>% of Tier II</i></u>	<u><i>% of Tier I</i></u>
Kinder	20.0%	17.5%	62.5%
1st Grade	17.1%	40.0%	42.9%

2nd Grade	7.3%	7.3%	85.4%
3rd Grade	19.6%	21.7%	58.7%
4th Grade	32.8%	27.6%	39.7%
5th Grade	18.4%	28.6%	53.1%

The student population currently serves 0.1% African-American, 2.3% Anglo, 96.9% Hispanic, 0.7% Native American. The staff population is 0 % African-American, 8.7% Anglo, 0% Asian, 89.6% Hispanic, 29.5% male and 70.49% female with an average of 8.1 years of experience.

The overall mobility rate for the campus is approximately 12.6%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.43%. The average daily attendance rate for staff is 96.9%. Currently there are a total of 115 discipline referrals this year. Ernesto Serna School serves 284 Limited English Proficient students, 56 students in the Gifted and Talented program, 28 students identified for 504 services, and 62 students served through special education services.

2017 System Safeguards (2018 Report has not been released)

TEA status report indicated that the campus did not meet 60% in the area of Social Studies under the Hispanic sub group, Economically Disadvantaged, & ELL Students. Our ELL students did not meet the minimum criteria in the area of Science. In the area of Science our ELL students were at a 53% passing. In the area of Social Studies the following subgroups scored the following in 2016: ALL students 50%, Hispanic 50%, Econ Disadvantaged 48%, ELL 30%.

2016-2017 Campus TAPR Report (2018 Report has not been released)

3rd Grade TAPR: 73% of our students passed the reading test in the 2015-2016 STAAR Assessment. Hispanic students scores a 72% and Econ. Disadv students scores 70%. In the area of Math students scored an 83%. Hispanic students had an 82% and Econ. Disadv scores a 81%.

4th Grade TAPR: 79% of our students passed the reading test. Hispanic students scored a 79% and Econ. Disadv scores a 77%. In the area of Math, 86% of the students met the standard. Hispanic students scores an 86% and Econ. Disadv scored a 74%. In the area of Writing, 90% of our students met the standard. Hispanic students scored a 90% and Econ. Disadv scored an 89%.

5th Grade TAPR:83% of our students passed the Reading test. Hispanic students scored an 82% while our Econ. Disadv scored an 82%. In the area of Math, students scored an 89%. Hispanic students scored an 88% and Econ. Disadv scored an 88%. In the area of Science, 80% of students met the standard. Hispanic students scored a 78% and Econ. Disadv scores a 79%.

6th Grade TAPR:73% of our students met the passing standard. Hispanic students attained a 72% passing percentage and our Econ. Disadv students scored a 72%. In the area of Math, 71% of the students met the standard. Hispanic students scored a 70% and Econ. Disadv scored a 69%.

7th Grade TAPR: 73% of our students met the standrad in the area of Reading. Hispanic students scored a 73% and our Econ. Disadv students 73%. In the area of Math, students scored an 83% passing standard. Hispanic students scored 83% and Econ. Disadv students scored an 85%. In the area of Writing, 73% of our students met the standard. Hispanic student group scored a 73% and Econ. Disadv scored a 73%.

8th Grade TAPR: 80% of our students met the passing standard. Hispanic students scored an 80% and our Econ. Disadv students scored a 78%. In the area of Math, 66% of our students met the standard. Hispanic students scored a 66% and Econ. Disadv students scored a 64%. In the area of Science, 62% of our students met the standard. Our Hispanic population scored a 62% and Econ. Disadv scored a 60%. In the area of Social Studies, 50% of our students met the passing standard. Our hispanic students scored 50% and our Econ. Disadv students scored a 48% passing.

Based on the 2017-2018 STAAR results, students demonstrated an overall improvement during the school year. Based on the most current STAAR data that was released in June of 2018. Ernesto Serna improved in the overall performance by content area with te exception of Writing. Math: **+7.94** student improvement under the Achievement measure. Reading: **+6.25** student improvement under the Achievement measure. Science: **+4.04** student improvement uder the Achievement measure. Social Studies: **+14.94** student improvement under the Achievement measure. The campus is no longer on the P.E.G list and his been removed from TEA as a low performing campus. The campus will continue to work in the area of ELAR for the 2017-2018 school year wher the campus showed a decrease of a **-2.66** in the area of Writing.

Student Academic Achievement Strengths

Strengths

Various activities are incorporated into school policy and practice in order to support increased student performance generally, and math and reading performance specifically. In particular, math and reading performance for all groups are supported and enhanced via activities and support structures such as: *Distinction Earned for Top 25 percent closing the gap • In-school accelerated learning pedagogies • Flexible scheduling to accommodate extra time and extra learning resources for at-risk learners • Library Aide to support at-risk learners • At-risk support provided by State Compensatory Education Instructional (SCEI) coaches and Title I At-Risk Aide • Project-based learning activities • RtI practices based on tiered system of support for students • Behavioral support and community resources provided by Counseling staff and Administration • Timely parent conferences (teachers, counselors and administration) and scheduled Parent Nights • Aggressive and sustained communication blitz to inform parents and students about the demands of STAAR, college and career readiness and timelines to guide parents as they assist students • Reading supplemental support for SPED and LEP students • Opportunities to remediate grades and receive assistance with focused and specific tutorials during Intersession and Summer School to assist in the areas of reading, math, Science and Social Studies.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 4th & 7th Grade Writing scores decreased by 2.66% with a 66.2% Approaches for the 2017-2018 STAAR Assessments. **Root Cause:** Students are in need of increased exposure to a systematic writing program across all grade levels during Super School and content block.

Problem Statement 2: 4th Grade Math scores decreased in the Meets Level from a 51.1% to a 33.9% in 2017-2018. **Root Cause:** Pedagogy needs to be done through the use of the Gradual release model.

Problem Statement 3: 4th Grade Reading scores decreased in the Meets Level from a 38.3% to a 30.5% in 2017-2018. **Root Cause:** Pedagogy needs to be done through the use of the Gradual release model.

School Processes & Programs

School Processes & Programs Summary

Ernesto Serna is entering it's third year of AVID for the 2018-2019 school year. Students in grades 4-8 benefited form the organization and WICOR strategies that were being implemented. ELL Students in grades 6-8 utilize the Read180 lab and have scheduled classes incorporated into their master schedule. Our WIN Students and elementary students benefit from having a 90 minuted model for math and reading duiring their school day that is in addition to their super school schedule.

Students receive Social Emotional Learning (SEL) lessons every friday during Super School and go over teacher delivered lessons that incorporate writing componetes, reflection pieces, videos and collabortaive learning. Lessons are provided by the district and teachers follow each lesson and can add important components that are garde level or campus specific. Campus administration provides feedback and conducts walktroughs each month in order to ensure its fidelity.

As a K-8 campus, our students have multiple opportunities to get involved in the campus. Our campus has been able to offer Robotics, PLTW, Uil opportunities, Science Fair participation, WIN Academy, Music, Art Competitions, District Math Competitions, VASSP Athletics, and Athletic opprtunities accross all grade levels.

Ernesto Serna began focusing on Social Emotional Learning (SEL) and incorporating into our daily routines. The campus integrated #Happiness and has been providing teachers with professional development and activities that can assist them in and out of the classroom. The campus will be attending the ASCA confrence this summer and provide teachers wth additional professional Development for the 2018-2019 school year.

Ernesto Serna incorporated 45 minute Super School Intervention for grades 6-8 in order to assist in Math, Reading, Social Studies and Writing. The Elementary grades 1-5 provided Interventions in the area of Reading, Math and Science. In addition the Campus Leadership, 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. Ernesto Serna incorporated 45 minute Super School Intervention for grades 6-8 in order to assist in Math, Reading, Social Studies and Writing. The Elementary grades 1-5 provided Interventions in the area of Reading, Math and Science.

The campus is currently utilizing Edmodo, Plickers, Kahoot,IXL, Lexia. Connectivity and wireless access points were recently replaced/cheked with newer models throughout the school.

*The school has an elementary and a middle school computer lab

Needs: Ernesto Serna needs to renew the computers in each of its classrooms and update the Middle School computer lab.

School Processes & Programs Strengths

*ALL students receive Intervention during the school day and it is integrated into their daily schedule. Students receive additional assistance based on individual student needs. In addition, the campus staff and teachers plan every nine weeks and make changes to student Tiers, Create RTI pages, track student progress and create lessons that can be implemented during Super School based on the latest common assessments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students in 4th & 7th grade ELAR/Writing intervention struggle in the area of Writing. **Root Cause:** Programs and materials being utilized have not been measured in order to look at their effectiveness and it is imperative that we conduct walkthroughs and check on the usage and fidelity of implementation.

Problem Statement 2: The campus needs to hire two additional SPED staff in order to serve all our students. **Root Cause:** Campus needs to hire SPED personnel based on certification and student needs.

Perceptions

Perceptions Summary

Ernesto Serna 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.

Ernesto Serna will ensure a safe school environment for students, staff, parents, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Perceptions Strengths

*Ernesto Serna was able to serve the community through quarterly outreach for the 2017-2018 school year in order to incorporate a better home and school connection between our campus and the families that we serve.

*Our campus has focused on taking care of our parents and community by responding to their needs in a timely manner, returning all phone calls, taking care of parents that request meetings, and providing them with great customer service.

-Campus Office Trainings were provided each nine weeks

-Wednesday Information Day

-SEL Messages/Campus Activities

-9 week Student Awards/Certificates

-Anti-Bullying Car Show (Third Annual Show)

-Quarterly Academic Functions for the Community (SS/Reading/Math/Science Night)

-Talent Shows

-Finer Arts performances (Choir, Band, Mariachi, Orchestra)

-GT Showcase

-Athletic Events

-U.I.L Participation

-Robotics (RoboWolves)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on 2017-2018 parent meetings, the campus will hold meaningful meetings on student instruction/behaviors in order to assist parents to improve their children's academics and be able to assist them at home. **Root Cause:** The campus has not held meaningful meetings that improve student achievement. Many of our parents are not available to attend the campus meetings.

Problem Statement 2: A total of seven Parent meetings needs to be held on a monthly basis in order to provide campus information to our community in a consistent basis. **Root Cause:** Meetings were not scheduled in advance in the 2017-2018 school year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

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, Ernesto Serna PreK-8 will implement 100% of safety action plan strategies to ensure that its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: An end of year survey will be given to students by May 2019 and will equal 70% or more in the area of safety.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 6 1) Administrators and Security guards will be present at all school events providing a safe environment.	2.4	Administrators and District Security Guards	Administrators and Security Officers will be highly visible during the school events.			
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 2: For the 2018-2019 school year, Ernesto Serna will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: 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 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Safety Drills will be conducted on a monthly basis to ensure everyone is prepared for multiple scenarios. These drills will include Fire Drills, Shelter in Place, Evacuation, Reverse Evacuation, Lockdown, and Severe Weather.</p>	2.4	Administrators, Leadership Team, Counselors, Teachers	Our school community will know the difference between all drills and will be able to follow the protocol for each one.			
<p>Funding Sources: 199 - General - 0.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

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 Ernesto Serna will decrease 20% from 15 to 12 incidents.

Evaluation Data Source(s) 3: The number of reported bullying-related incidents (K12) Alerts will be monitored and discussed every three weeks. SIT and Discipline agendas

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Establish a risk-free and anti-bullying environment using the Olweus Bullying Prevention Program to foster a healthy learning environment. The campus will implement Master Teacher training with SHS Feeder pattern at the beginning of the year. The campus will purchase Master Teacher Curriculum grades K-8.</p>	2.4, 2.6	Leadership Team, Bullying Prevention Coordinating Committee (BPCC), Teachers, Students	Weekly class meetings, Administrator walk-throughs			
<p>Funding Sources: 199 - General - 6017.30</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 4: For the 2018-2019 school year, the total number of disciplinary incidents at Ernesto Serna will decrease by 19% from 147 to 120.

Evaluation Data Source(s) 4: Discipline committee will meet monthly and go over incidents in grades K-8. Agendas, sign in sheets.

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Students will use Kelso's Choice anti-conflict resolution program to help prevent disciplinary incidents.</p>	2.4, 2.6	Teachers, Counselors	Counselor training and sign in sheets.			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Administrators, teachers and campus officer will monitor hallways during each transition period in the middle school side of Ernesto Serna.</p>	2.4, 2.6	Administrators, teachers, campus officer	Administrators, teachers and school officer are visible in hallways during transitions.			
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: For the 2018-2019 School year the campus will continue to implement and utilize the Hall Pass system 100% of the time with employees and all other campus visitors.

Evaluation Data Source(s) 5: Logs and monthly internal audits will be utilized in order to monitor its effectiveness.

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Visitors and employees will be consistently checked 100% of the time upon arrival with the Hall Pass system for student safety.	2.4, 2.6	Administration Campus Security/Police Officers Monitors	All entrants identified; 100% student safety.			
<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 1: Ernesto Serna will continue to implement a College and Career Ready Strategic Plan for 2018-2019 school year.

Evaluation Data Source(s) 1: 100% of our teaching staff will implement a College and Career Ready Strategic Plan and ensure its effectiveness every nine weeks. Data Source: Agenda, Sign in sheets, planning sessions, PLC's.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 1 1) Provide differentiated instruction to enhance rigor and relevance for all students to prepare them for college.	2.4, 2.6	Campus Administrators, SCEI Coaches, Teachers	Trainings during staff development dates, classroom walk-throughs, classroom observations, teacher lesson plans			
Funding Sources: 199 - General Fund: SCE - 40413.20						
Critical Success Factors CSF 1 CSF 2 2) Provide AVID strategies for all grade levels in order to enhance grade level alignment for academic systems and organization.	2.4, 2.6	Campus Administration, SCEI Coaches, Teachers	AVID curriculum membership, meetings, schedules and AVID trainings			
Funding Sources: 211 - Title I, Part A - 3315.00						
= 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: The campus will increase STAAR scores in the area of Social Studies and increase by 2% from a 78.0% to 80.0% by May 2019.

Evaluation Data Source(s) 2: Ernesto Serna will increase the level of instructional rigor across the core content areas, to achieve an overall improvement in the STAAR scores by at least 3% by May 2019.

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Implement and monitor Jarrett in 8th Grade in order to ensure vertical and horizontal alignment to be monitored through student review and accountable talks.</p>	2.4, 2.6	Leadership Team, Administration, Teachers	Observations and Walkthroughs			
Funding Sources: 211 - Title I, Part A - 2279.20						
<p>Critical Success Factors CSF 1</p> <p>2) 1) Implement technology based projects that are aligned to STAAR strands and integrate technology consistency in all aspects of curriculum through the access and use of a mobile wireless lab(s) and other handheld technologies such as Nooks, Ipads, tablets, zero clients, Elmos/document camera, STAAR Master, TI NSpire graphing calculators and IWB projectors to include bulbs and accessories for the above mentioned technology equipment.(AP, QD) Rosetta Stone, Achieve 3000 Software for ELL students.</p>	2.4, 2.6	Campus Administrators, Leadership team, teachers, Special Education teachers	Technology training and student products involving technology			
Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 320.00						
= Accomplished = No Progress = Discontinue						

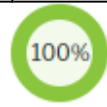
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 3: For the 2018-2019 school year, student state assessment scores in Reading will improve by 4% as compared to the 2017-2018 state assessment scores of 78.1% and improve to 80.2%.

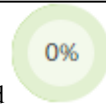
Evaluation Data Source(s) 3: Student state assessment scores in Reading by 2% by May 2019.

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide research based instructional methods and materials to enhance rigor and relevance for all students and to Incorporate Vocabulary Development and Fluency using models for Reading / Writing to include, for example, but not limited to: Read 180 programs, The Write Source, Scholastic Scope magazines, Storyworks, Empowering Writers, Balanced Literacy, and Writers Workshop (including Read 180 books, Update classroom computers to support Technology software programs, headphones, student materials including text books and ancillary materials, Measuring Up, IXL, STAAR Master, LEXIA subscription, Kagan books, Mentoring Minds, Kamico, TrueFlix, ECS Learning, CATS folders, LINKS folders, Teacher Created Materials, Rosetta Stone, supplies, and manipulatives, novels, I-Station, Compass Learning, Johnny Can Spell, Novels from Barnes and Nobles, etc.) Implement technology based projects that are aligned to STAAR strands and integrate technology consistency in all aspects of curriculum through the access and use of classroom computers & IWB projectors to include bulbs.</p>	2.4, 2.6	Campus Administrators, Leadership, Teachers	Trainings during staff development dates, classroom walkthroughs, and instructional rounds			
<p>Funding Sources: 211 - Title I, Part A - 36644.80, 199 - General Fund: Bilingual - 500.00</p>						
<p>2) Provide snacks for students in grades 2-8 during Saturday Camps, Fall & Spring Intersession, Extended day and Summer School.</p>	2.4	Campus Administration & Secretary	Student attendance rosters			
<p>Funding Sources: 211 - Title I, Part A - 2000.00</p>						



= 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, student state assessment scores in Mathematics will improve by 1% as compared to the 2017-2018 state assessment scores of 89.6% to 90.6%.

Evaluation Data Source(s) 4: Student state assessment scores in mathematics will improve by 2% May 2019.

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will incorporate the use of technology through the IWB projectors, IWN Bulbs, TI-Nspire, manipulatives, hands on models, experiments, On-line resources/site licenses and interactive student notebooks to enhance learning and understanding in the areas of mathematics. These manipulatives and hands on models can include but not limited to: algebra tiles, Mentoring minds, Kamico, STAAR Master, blocks, cuisenaire rods, IXL, ECS Learning and hands on learning materials.</p>	2.4, 2.6	Administrators, Teachers, Leadership Team	Increased understanding as demonstrated on progress reports, report cards, 3/6/9 weeks tests			
<p>Funding Sources: 211 - Title I, Part A - 8100.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 5: For the 2018-2019 school year, student grades/benchmark/state assessment scores in Social Studies will improve by 10% as compared to the 2017-2018 grades/benchmark/state assessment scores of 60.0%

Evaluation Data Source(s) 5: Student grades/benchmark/state assessment scores in Social Studies will improve by 4%.

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Content remediation and intervention in the area of Social Studies will be reinforced using 3 week data and talks with leadership. Interventions in the area of Social Studies will be specific to subgroups that did not meet system safeguard standards through afterschool tutorials and intervention programs. Campus will purchase FreedomFlix for Super School and classroom intervention.</p>	2.4, 2.5, 2.6	SCEI Coaches, Teachers	Increased understanding as demonstrated on progress reports, report cards, 3/6/9 weeks tests			
<p>Funding Sources: 211 - Title I, Part A - 21440.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 6: For the 2018-2019 school year, student state assessment scores in Science will improve by 3% as compared to the 2017-2018 state assessment scores of a 80.6% to 83.6%.

Evaluation Data Source(s) 6: Student state assessment scores in Science will improve by 3% by May 2019.

Summative Evaluation 6: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Incorporate the use of experiments to enhance learning and understanding in the areas of science. These hands on experiments can include but not limited to: scientific equipment required to perform experiments, and hands on learning, fetal pig dissection, equipment and apparatus from CPO science (school specialty) to include, but not limited to, atom models, physics models, periodic tables, roller coasters, Brain POP, ECS Learning, STEMSCOPES, Mentoring Minds, IWB Projectors to include bulbs.</p>	2.4, 2.5, 2.6	Leadership, Teachers	Increased performance in classroom class work, quizzes, tests, etc. CSCOPE, STAAR & Benchmark assessments			
<p>Funding Sources: 211 - Title I, Part A - 5000.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 7: For the 2018-2019 school year, the campus will purchase research based programs/resources for our SPED students in order to meet System Safeguards standards in the area of Reading from 27% to 60% passing. (Pending System Safeguards)

Evaluation Data Source(s) 7: Student state assessments in all the content area of SPED by May 2019.

Summative Evaluation 7: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) The campus will purchase instructional material and hands on/Concrete objects from Super Duper publications and Lakeshore.</p> <p>*Basic Concepts Fun deck *Idioms *Activity Tree *Sensory balls *Tabletop blocks *Touch & Match</p>	2.4, 2.6	SPED Teachers & SPEECH Teacher	*STAAR ALT scores *System Safeguards data from 2016-2017 School year			
<p>2) The campus will purchase instructional materials & hands-on concrete objects from Super Duper publications, lakeshore, school specialty & office Depot.</p>	2.4, 2.6	SPED Teachers, SCEI Coaches	*STAAR Scores *System Safeguards data for the 2017-2018 school year.			
Funding Sources: 199 - General Fund : Special Education - 5179.00						
= 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, student state assessments in the area of Writing will improve from 66.2% to 70.0% by May 2019.

Evaluation Data Source(s) 8: Student state assessment scores will improve in the area of Writing by 4% by May 2019.

Summative Evaluation 8: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide research based instructional methods and materials to enhance rigor and relevance for all students and to Incorporate Vocabulary Development and Fluency using models for Reading / Writing to include, for example, but not limited to: Read 180 programs, The Write Source, Scholastic Scope magazines, Storyworks, Empowering Writers, Balanced Literacy, and Writers Workshop (including Read 180 books, Update classroom computers to support Technology software programs, headphones, student materials including text books and ancillary materials, Measuring Up, IXL, STAAR Master, LEXIA subscription, Kagan books, Mentoring Minds, Kamico, TrueFlix CATS folders, LINKS folders, Teacher Created Materials, Rosetta Stone, supplies, and manipulatives, novels, I-Station, Compass Learning, Johnny Can Spell, Novels from Barnes and Nobles, etc.) Implement technology based projects that are aligned to STAAR strands and integrate technology consistency in all aspects of curriculum through the access and use of classroom computers & IWB projectors to include bulbs	2.4, 2.6	Campus Administrators, Leadership, Teachers	Trainings during staff development dates, classroom walkthroughs, and instructional rounds			
	Funding Sources: 211 - Title I, Part A - 10000.00					

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, Students in grades K-5 will increase their fluency in the area of Reading and meet grade level expectation for EOY Assessment in order to accomplish grade level targets.

Evaluation Data Source(s) 9: Fluency Assessment will be conducted at EOY in the month of May 2019.

Summative Evaluation 9: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Campus will provide Staff development with Nine enterprises for K-5 staff. On site workshop and online training modules.	2.4, 2.6	Teachers, SCEI Coaches and Campus Administration.	Students will meet their fluency baselines by grade level. Student comprehensions skills will also be addressed.			
	Funding Sources: 211 - Title I, Part A - 3200.00, 199 - General - 2175.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 1: For the 2018-2019 school year, 70% of the teaching staff will demonstrate proficiency on T-TESS Summative Evaluation.

Evaluation Data Source(s) 1: Summative reports will be utilized at the end of the year in order to gather teacher data in May 2019.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Administrative Team along with SCEI coaches will conduct 5 walkthroughs per week to ensure student success.	2.4, 2.6	Principal & AP's	Increase in students assessment data.			
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 2: For the 2018-2019 school year, the campus 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 based on HR Reports.

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Provide staff development, and ensure implementation of strategies that will aid professional growth and result in greater instructional rigor in the classroom. Such as:</p> <ul style="list-style-type: none"> -Kagan -Marcia Tate -Fundamental Five Sean Cain -Think Through Math -Kilgo -Singapore Math -Discover Writing Company -Empowering Writers -Science model "Hands-on approach" to support ELL learners -Social Studies Instructional Practices -Integration of Expository in ELL classrooms -Region XIX -AVID 	2.4, 2.6	Administrators, SCEI Coaches, Teachers	Increased pedagogical content knowledge of teachers. Increased level of rigor in the classroom. Improved standardized test scores.			
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
= 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, professional development opportunities offered will increase by 4 days in order to increase learning opportunities from 13 to 17 days.

Evaluation Data Source(s) 3: District employees will be offered a 5% increase of professional development from prior school year. We will use agendas & sign in sheets.

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) SCEI Coaches will deliver professional development to campus teachers based on needs as determined by campus STAAR data. Teachers will attend Professional Development workshops at Region 19 and the DSC.</p>	2.4, 2.6	SCEI Coaches & Leadership Team	Increased student performance			
Funding Sources: 211 - Title I, Part A - 938.85						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) SCEI Coaches will provide support to teachers to ensure students are taught appropriate STAAR strands based on targeted data.</p>	2.4, 2.6	SCEI Coaches & Leadership Team	CSCOPE assessments, Observations/walk throughs, Heat maps			
Funding Sources: 199 - General Fund: SCE - 0.00						
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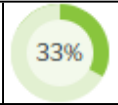





Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2018-2019 school year, Ernesto Serna will provide funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to decrease tagged system safeguard indicators by 5 as compared to the 2017-2018 school year.

Evaluation Data Source(s) 4: A list of purchased materials will be evaluated every nine weeks by the campus leadership team and SIT committee every nine weeks.

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide research based instructional methods and materials to enhance rigor and relevance for all students and to Incorporate Vocabulary Development and Fluency using models for Reading / Writing to include, for example,(but not limited to): Read 180 program,Writer's workshop, (including Read 180 books, software programs, headphones, student materials including text books and ancillary materials, Measuring Up, Mentoring Minds, STAAR Master, Writer's workshop books, supplies, and manipulatives, I-Station etc.]</p>	2.4, 2.6	Campus Administrators, Campus GT Coordinator, Teachers, SCEI Coaches	Pull out program, Provide models, Student projects, review and analysis of all data			
				Funding Sources: 211 - Title I, Part A - 0.00		
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Implement Bilingual and ESL models that will drive a consistent instructional Bilingual/ESL program in all content areas (Core and Electives) to include and identify quality writing (score point 4 essays) and teaching by utilizing rubrics to demonstrate focus and coherence, organization, development of ideas, voice, and conventions.</p>	2.4, 2.6	Campus Administrators, Leadership, Campus Bilingual and ESL Teachers	Training during staff development dates, classroom walkthroughs, instructional rounds, proper writing training.			
				Funding Sources: 199 - General - 0.00		

<p>Critical Success Factors CSF 1 CSF 7</p>	2.4, 2.6	Teachers, Leadership	Classroom walkthroughs, observations, lessons, UIL, Science Fair training, Science trainings			
<p>3) Promote scientific inquiry methods during science labs and practice in Science Fairs and UIL Competition. Students will incorporate the use of calculators (including calculator software and probes), charts and graphs, created in data analysis software and by hand, in order that students communicate and interpret data and the use of manipulatives and hands on models and experiments to enhance learning and understanding in the areas of mathematics and science, specifically to support ELL learners. These manipulatives and hands on models can include algebra tiles, blocks, cuisenaire rods, scientific equipment required to perform experiments, and hands on learning equipment and apparatus from CPO science (school specialty, ETA Cuisenaire to include, but not limited to, atom models, physics models, periodic tables, roller coasters, etc.</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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, 100% of teachers certified in Bilingual Education, ESL, and Special Education will be provided 6 days of staff development as compared to the 3 days provided in 2017-2018.

Evaluation Data Source(s) 5: Teacher Staff development will be provided during PLC's, Faculty meetings, Grade levels, SIOP trainings.
Sources: Agendas & Sign in sheets

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 7</p> <p>1) Provide staff development training for teachers to understand and develop SIOP strategies</p>	2.4, 2.6	Leadership Team & Administration	Differentiated instruction which addresses the need of students, Classroom organization and delivery of instruction prior to SIOP professional development			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 7</p> <p>2) Provide effective special education staff development and professional materials to support general education and special education teachers.</p>	2.4, 2.6	Diagnostician, Campus Administration, SpEd teachers	Inclusion of students within the general education classroom to the highest extent as directed by ARD committee, Increased understanding of SpEd, Autism, CPI, Dyslexia, and Stetson model			
Funding Sources: 199 - General Fund : Special Education - 0.00						
= Accomplished = No Progress = Discontinue						

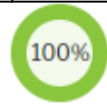
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 6: For the 2018-2019 school year, 100% of SPED and ELL students will be placed in proper learning environments and proper grade levels to ensure that they meet the state requirements of 65% on system safeguards.

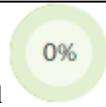
Evaluation Data Source(s) 6: 100% of our students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential. (Master schedule & IEP's)

Summative Evaluation 6: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide support to students identified as at-risk to ensure all students meet academic requirements. This support will include interventions provided by SCEI Coaches and teachers via pull out, tutoring, Saturday schools, summer school, etc. And will include the use of ancillary materials (reading, math, science), STAAR prep programs, bilingual dictionaries, etc. In addition specific support will be provided for subgroups who did not meet safeguard standards in the area of Science and Social Studies (AP)</p>	2.4, 2.5, 2.6	Leadership team, Teachers, SCEI Coaches	Observations/Walk throughs, tutoring sign in sheets, eduphoria software, uploaded tests, printed and scanned.			
Funding Sources: 211 - Title I, Part A - 40413.20						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Develop a comprehensive/accelerated instructional plan for all students identified, or having the potential of being identified as At-Risk for not being on grade level in the areas of math and reading as measured by state standards. Content remediation and intervention in the areas of Math, Reading, Science & Social Studies will be reinforced using 3 week data and talks with leadership. Interventions in the area of Science and Social Studies will be specific to subgroups that did not meet system safeguard standards through afterschool tutorials and intervention programs. (STAAR/Safeguard Measures/TELPAS/iStation (AP,QD)</p>	2.4, 2.5, 2.6	Leadership team, Teachers, Counselors	Observations/Walk throughs STAAR assessment results, benchmark results, RTI referrals, Edupohria entries, At-Risk Aide Logs, and student sign in sheets			
Funding Sources: 211 - Title I, Part A - 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, Ernesto Serna K-8 will increase the number of collaborative educational involvement activities and events for parents and community members from 5 to 10 school events.

Evaluation Data Source(s) 1: The number of parents participating in campus level activities will increase by 3% from last year. Data Sources: Agendas and Sign in sheets.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide parents and community members training in effective parental/community communication strategies. Appropriate supplies will be purchased. Will provide light snacks and refreshments as incentives for attendance at parent involvement meetings.</p>	3.1, 3.2	Campus Administrators, Teachers, Counselors, Parent Liason	Training sign in sheets			
				Funding Sources: 211 - Title I, Part A - 1088.55		
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide opportunities for parents to participate in academic activities on campus, such as kindergarten awareness, Night at the Library, Parent/Teacher Conferences, Career Day. Opportunities to participate in social activities, such as, Coffee with the Principal, Watch DOG programs, Muffins for Mom, Donuts for Dads, Bookfairs, Fine Arts presentations, after school athletic coaching, GT Showcase, Terrific Kids, Latino Family Literacy program, College Readiness activities, monthly grade level presentations</p>	3.1, 3.2	Administration, Counselors, Parent Liaison, Teachers	Sign-in Sheets, Agendas, Increased student performance, Climate Survey results			
				Funding Sources: 211 - Title I, Part A - 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 2: For the 2018-2019 school year, the campus will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 4%.

Evaluation Data Source(s) 2: The number of notifications sent from the campus will increase by 4% in efforts of bolstering communication between parents and schools. (Weekly newsletters)

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 5 CSF 6 1) Provide parents with consistent and proactive communication, for example: monthly newsletters, student agendas, new parent information packets, etc.	3.1, 3.2	Teacher, Administrators and Parent Liaison	Monthly newsletters sent home, Increased student and parent participation			
	Funding Sources: 199 - General - 0.00					
Critical Success Factors CSF 5 CSF 6 2) Communicate with parents, via a communication blitz (to include call outs, newsletters, brochures, meetings, calendars, etc), the importance of understanding the State's STAAR accountability standards , College Readiness Standards, and other helpful information that will assist them in assisting their child in their academic careers.	3.1, 3.2	Administration, Parent Liaison, Teachers	Parent trainings, parent/teacher conferences, sign in sheets for meetings, copies of newsletters, brochures, calendars, agendas, etc.			
	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 3: By the end of the 2018-2019 school year, Ernesto Serna will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education from 7 activities to 10 activities.

Evaluation Data Source(s) 3: Increase the percentage of partnerships from the previous year by adding two additional activities. Data Sources: Agendas, Sign in sheets, monthly activities.

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Increase partnerships by creating activities, communication, and relationships with partners in education, higher education institutions and other agencies.</p>	3.1	Parent Liaison, Counselors	Communication between the school and current/future partners in education, higher education institutions, and other agencies.			
Funding Sources: 211 - Title I, Part A - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 4: For the 2018-2019 school year, Ernesto Serna will increase the number of customer service training sessions from 2 to 4 in order to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Customer service training increased by 50% from the 2017-2018 school year. Data Sources: Agendas & Sign in sheets.

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Provide professional development for faculty and staff on how to ensure a positive and welcoming school climate for parents and community members.</p>		Administration	Sign-in sheets and agendas			
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 5: Ernesto Serna will provide learning opportunities to the parents and community members.

Evaluation Data Source(s) 5: Agendas, sign in sheets, registration forms

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide local training opportunities at Region 19 & SISD DSC offices.	3.2	Counselors, Administration, Parent Liaison, Secretary	Offer additional training for the community and increase parental involvement.			
2) The campus will purchase snacks and refreshments that will be offered as incentives for attending the training opportunities.	3.2	Secretary, Parent Liaison, and Administration	Increase in parental involvement at meetings or staff development.			
				= Accomplished	= No Progress	= Discontinue

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

Performance Objective 1: For the 2018-2019 school year, 60% of ELL & SPED students will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: ELL & SPED student data will be monitored every three weeks with regular Ed Teachers, SCEI coaches, SPED Department and Leadership.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3</p> <p>1) Provide support to students identified as at-risk to ensure all students meet academic requirements. This support will include interventions provided by SCEI Coaches and teachers via pull out, after school tutoring, Saturday schools, summer school. And will include the use of ancillary materials (reading, math, science), STAAR prep programs, bilingual dictionaries, etc. (AP</p>	2.4, 2.5, 2.6	Administrative Team, Leadership, At-Risk Aide & Library Aide	Observations/Walk-throughs, Sign-in Sheets for Trainings, Common Assessment			
				Funding Sources: 211 - Title I, Part A - 30000.00, 199 - General Fund: SCE - 39494.00		
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) SCEI Coaches will provide support to teachers to ensure students are taught appropriate STAAR strands based on targeted data.</p>	2.4, 2.5, 2.6	SCEI Coaches	Observations/Walk-throughs Heat maps, Common Assessments			
				Funding Sources: 199 - General Fund: SCE - 5000.00		
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Develop a comprehensive/accelerated instructional plan for all students identified, or having the potential of being identified, as At-Risk for not being on grade level in the areas of Math and Reading as measured by state standards (STAAR/ TELPAS/iStation) through afterschool tutorials and intervention programs.</p>	2.4, 2.5, 2.6	Campus Administrators, Leadership, Teachers	Observations/Walkthroughs, STAAR Assessments results Benchmarks results, RTI Referrals, ARMS Entries, At Risk Aide logs, formative assessments, STAAR results			
				Funding Sources: 211 - Title I, Part A - 0.00		

Critical Success Factors CSF 1 CSF 2 4) Provide ELL students a Reading intervention reading class (AI) based on students' needs	2.4, 2.5, 2.6	Administrative team, Teachers, Leadership	Class grades, STAAR scores, benchmark scores, teachers utilizing data more effectively			
	Funding Sources: 199 - General Fund: Bilingual - 0.00					
Critical Success Factors CSF 1 CSF 6 5) Provide recognition for students Academic Achievement in all grades. (SC)	2.4, 2.6	Administration, Teachers, Counselors	Student achievement assemblies, Student grades			
	Funding Sources: 211 - Title I, Part A - 0.00					
Critical Success Factors CSF 1 6) Provide supplemental SCE funds for extra duty pay, resources and instructional materials for summer school programs targeted to meet the needs of at-risk students.	2.4, 2.5, 2.6	Campus Administrators	Sign-in Sheets, Teacher Time cards, purchase orders, student rosters, Increase in student performance in core subject areas, failure reports			
	Funding Sources: 199 - General Fund: SCE - 0.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: For the 2018-2019 school year, campus leadership will increase, by 3%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 2: Teachers will receive monthly opportunities for staff development.

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide staff development for teachers and purchase appropriate resources to ensure implementation of strategies that will aid professional growth and result in greater instructional rigor in the classroom. Such as: -Kagan -Marcia Tate -Ron Clark -Sean Cain -AVID Summer Institute -Games -Teacher Created Materials (TCM)</p>	2.4, 2.6	Teachers, Administrators, SCEI Coaches, Curriculum Coach	Sign in sheets from book studies, lesson studies, conferences, etc. Increased pedagogical content knowledge of teachers Increased level of rigor in the classroom Improved standardized tests scores			
Funding Sources: 199 - General Fund: SCE - 2000.00, 211 - Title I, Part A - 3320.60						
<p>Critical Success Factors CSF 1</p> <p>2) Upgrade technology to allow implementation of advanced computer programs and the use of more video presentations.</p>	2.4, 2.6	administration, teachers, SCEI's	walk throughs, observations, Increased access to web base learning			
Funding Sources: 199 - General Fund: SCE - 18000.00						
= 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: For the 2018-2019 school year, the attendance rate for all students at Ernesto Serna will increase by 1% from 95.95% to 96.5%.

Evaluation Data Source(s) 3: Student attendance will be monitored every three weeks. Data will be shared with the attendance and SIT Committee on a monthly basis.

Summative Evaluation 3: Met Performance Objective


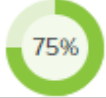

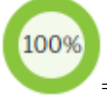
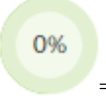

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Encourage and monitor student attendance through the use of incentives.</p>	2.4, 2.6	Staff, Campus administrators, Campus PEIMS Clerk, Teachers, Counselors, School Nurses	Drawings every 9 weeks			
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Continued implementation of attendance meetings</p>	2.4, 2.6	Administration, Attendance Clerk, Counselors, Teachers	Sign-in Sheets and phone logs to parents			
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 4: Ernesto Serna will continue to implement the CHAMPS program 100% for students in grades K-8.

Evaluation Data Source(s) 4: Students and mentors will meet every three weeks in order to go over individual academic and social needs.

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continued implementation of the CHAMPS program on a schoolwide basis.	2.4, 2.6	Administration Faculty Mentors	Increase in positive behavior, academic performance; decrease in office referrals			
 = 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: 100% of Social Emotional Learning activities from related professional development will be implemented across each grade level in the 2018-2019 school year.

Evaluation Data Source(s) 5: Professional development from ASCA conference will be provided for teachers each nine weeks through PLC's, Grade level meetings, 1/2 days of staff development and during faculty meetings.

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide Lessons on SEL campus wide on Fridays through the use of Master Teacher Instructional material.	2.4, 2.6	Teachers, Administration, Counselors	A reduction in suicide outcries and bullying incidents.			
Funding Sources: 211 - Title I, Part A - 6017.30						
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	6	1	Incorporate the use of experiments to enhance learning and understanding in the areas of science. These hands on experiments can include but not limited to: scientific equipment required to perform experiments, and hands on learning, fetal pig dissection, equipment and apparatus from CPO science (school specialty) to include, but not limited to, atom models, physics models, periodic tables, roller coasters, Brain POP, ECS Learning, STEMSCOPES, Mentoring Minds, IWB Projectors to include bulbs.
2	7	1	The campus will purchase instructional material and hands on/Concrete objects from Super Duper publications and Lakeshore. *Basic Concepts Fun deck *Idioms *Activity Tree *Sensory balls *Tabletop blocks *Touch & Match
3	3	2	SCEI Coaches will provide support to teachers to ensure students are taught appropriate STAAR strands based on targeted data.
3	4	1	Provide research based instructional methods and materials to enhance rigor and relevance for all students and to Incorporate Vocabulary Development and Fluency using models for Reading / Writing to include, for example,(but not limited to): Read 180 program, Writer's workshop, (including Read 180 books, software programs, headphones, student materials including text books and ancillary materials, Measuring Up, Mentoring Minds, STAAR Master, Writer's workshop books, supplies, and manipulatives, I-Station etc.]

State Compensatory

Personnel for Ernesto Serna School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Soto Lopez	WIN Teacher	SCE	.11
Anabel Salazar	CSR Teacher	SCE	1
Annette Harman	SCEI Coach	SCE	1
Jessica Chavarria	WIN Teacher	SCE	.11
Jesus Vasquez	SCEI Coach	SCE	1
Lizbeth Rios	Teacher	SCE	.83
Lizeth Pinon	Social Worker	SCE	1
Maria Rodriguez	Teacher	SCE	.67
Miguel Sertuche	Library Aide	SCE	.50
Rosa Rojas	CSR Teacher	SCE	1
Sara Hernandez	WIN Teacher	SCE	1
Susana Hernandez	WIN Teacher	SCE	1
Yvette Quintanilla	At-Risk Instructional Aide	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 Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gabriela Aguirre	Parent Liaison		100.00
Yvette Quintanilla	TIA		100.00

Campus Improvement Team

Committee Role	Name	Position
Leadership	Jesus Vasquez	SCEI Coach
Leadership	Annette Harman	SCEI Coach
Parent Liaison	Gabriela Aguirre	Liaison
Counselor	Lizeth Pinon	Counselor
Administrator	Laura Juarez	AP
Administrator	Rolaura De Anda	AP

Campus Leadership Team

Committee Role	Name	Position
Administrator	Alejandro Olvera	Principal
Leadership	Annette Harman	SCEI
Leadership	Jesus Vasquez	SCEI
Leadership	Laura Juarez	AP
Leadership	Rolaura De Anda	AP
Leadership	Lizeth Pinon	Counselor
Leadership	Melissa Hernandez-Ponce	Counselor
Leadership	Nancy Rodriguez	Librarian

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1	Master Teacher		\$6,017.30
1	4	1			\$0.00
1	4	2			\$0.00
2	9	1	On line resources/modules	199131179900006299	\$2,175.00
3	1	1			\$0.00
3	4	2			\$0.00
3	5	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	4	1			\$0.00
5	3	2			\$0.00
Sub-Total					\$8,192.30
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$40,413.20
3	3	2			\$0.00
5	1	1			\$39,494.00
5	1	2			\$5,000.00
5	1	6			\$0.00
5	2	1			\$2,000.00
5	2	2			\$18,000.00
Sub-Total					\$104,907.20

199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	2			\$5,179.00
3	5	2			\$0.00
Sub-Total					\$5,179.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$3,315.00
2	2	1		21111117240000063992119A	\$2,279.20
2	2	2			\$0.00
2	3	1		211.11.117.24.00.000.6329	\$7,000.00
2	3	1	FreedomFLIX	211.11.117.24.00.000.6299	\$445.00
2	3	1	LEXIA	211.11.117.24.00.000.6299	\$4,100.00
2	3	1	Classroom Computers		\$25,099.80
2	3	2	Purchase of snacks		\$2,000.00
2	4	1	IXL	211.11.117.24.00.000.6399	\$8,100.00
2	5	1			\$21,000.00
2	5	1	FreedomFlix	211.11.117.24.00.000.6299	\$440.00
2	6	1		211.11.117.24.00.000.6399.2119A	\$5,000.00
2	8	1			\$10,000.00
2	9	1	Alice Nine On site training July 26th	2111311724000006299	\$3,200.00
3	2	1			\$0.00
3	3	1	Empowering Writers		\$938.85
3	4	1			\$0.00
3	4	3			\$0.00
3	6	1	Extra Duty Pay for teachers (intersession, after school, Saturday)		\$40,413.20
3	6	2			\$0.00
4	1	1		211.61.117.24.00.000.6399.2119A	\$188.55

4	1	1		211.61.117.24.00.000.6499.2119A	\$900.00
4	1	2			\$0.00
4	3	1			\$0.00
5	1	1			\$30,000.00
5	1	3			\$0.00
5	1	5			\$0.00
5	2	1	AVID Summer Institute		\$3,320.60
5	5	1			\$6,017.30
Sub-Total					\$173,757.50
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$320.00
2	3	1	Novels from Barnes & Noble	199.11.117.25.99.000.3299	\$500.00
5	1	4			\$0.00
Sub-Total					\$820.00
Grand Total					\$292,856.00