

Socorro Independent School District
Lujan-Chavez Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

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

Lujan-Chavez will provide a supportive learning environment which shares the responsibility of reaching the full potential of each student.

Vision

Tomorrow's Leadership Learning Today

Board Members and Superintendent

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Comprehensive Needs Assessment

Needs Assessment Overview

The staff at Lujan-Chavez is committed to meeting our goals and providing our students with the highest quality of education. It is our goal to reach exemplary standards in all that we do while providing our students with a safe and motivating learning experience. We truly want to provide students with a well-rounded educational experience which is why we will always nurture the arts and athletics in addition to our instructional programs. We also realize that we cannot do this alone and encourage our community to join us in our efforts. Together, we will continue to shine! Our theme this year is "We is Greater than Me"... we are committed to reaching our goals to become a future ready campus.

Demographics

Demographics Summary

Lujan-Chavez is one of 49 campuses in Socorro Independent School District. Lujan-Chavez opened its doors in July of 2001 and serves predominantly middle class (type) families. Our school was named after two former Socorro students, Private Alvaro Luhan and Sgt. Luis Escajeda Chavez, who died serving our country in World War II. Private Lujan received the Purple Heart for his bravery; he died in 1945. He was originally buried in Bastro, Belgium. He is now buried in the cementary at the Socorro mission. Sgt. Chavez was in the 36th artillery division. In 1945, he was stationed in Salerno Italy where he was killed while sweeping for landmines. He was 29 years old. Currently, Lujan-Chavez serves 1,126 students in grades Kindergarten to 5th grade. The average daily attendance rte for students is 96.89%.

Lujan-Chavez students are:

- 84% Hispanic
- 63% Economically Disadvantaged
- 38% At Risk
- 23% English Language Learners
- 7% Receive Special Education Services
- 3% Gifted and Talented
- <1% Homeless
- <1% Migrant

Demographics Strengths

Lujan-Chavez serves 266 English Language Learner students, 37 students in the Gifted and Talented program, 20 students identified for 504 servies, and 87 students served through special education services. Our School-wide Title 1 program consists of parent involvement activites, after school and intersession tutoring in the various content areas. Teachers are provided professional development in various areas based on student needs. Our State Compensatory Program (SEC), consists of two academic coaches who train teachers in researched based best practices to meet the needs of our students. The School Improvement Team reviews the campus programs, survey results, and data from the assessments such as STAAR, TELPAS, Attendance (students and staff), Checkpoints, Lexia, iStation, Dyslexia Screener, TCM Math and Milestone Assesements from students, staff, and students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lujan-Chavez' Gifted and Talented student population is at 3%, which is lower than the state rate of 7.08% **Root Cause:** Number of teacher recommendation of possible GT students.

Problem Statement 2: The students ADA has dropped from 97.47 to 96.89 this school year. Our goal is to have 98% ADA for the 2018-2019 school year. **Root Cause:** Target chronic absenteeism students by providing consistent incentives.

Student Academic Achievement

Student Academic Achievement Summary

STAAR Scores

3 rd Math	Approaches	Masters
All Students	89%	33%
Econ. Disadvantaged	87%	30%
Limited English Proficient	86%	24%

3 rd Reading	Approaches	Masters
All Students	88%	32%
Econ. Disadvantaged	85%	24%
Limited English Proficient	84%	19%

4 th Math	Approaches	Masters
All Students	86%	34%
Econ. Disadvantaged	85%	32%
Limited English Proficient	80%	11%

4 th Reading	Approaches	Masters
All Students	74%	27%
Econ. Disadvantaged	70%	25%

Limited English Proficient	52%	9%
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4 th Writing	Approaches	Masters
All Students	72%	10%
Econ. Disadvantaged	69%	10%
Limited English Proficient	45%	0%

5 th Math	Approaches	Masters
All Students	96%	49%
Econ. Disadvantaged	96%	47%
Limited English Proficient	94%	17%

5 th Reading	Approaches	Masters
All Students	90%	32%
Econ. Disadvantaged	89%	30%
Limited English Proficient	72%	6%

5 th Science	Approaches	Masters
All Students	94%	32%
Econ. Disadvantaged	93%	28%

Limited English Proficient	94%	11%
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iStation Data in Tiers per Grade Level

School	Grade Level	Tier 1	Tier 2	Tier 3
Lujan-Chavez Elementary	Grade K	79%	12%	9%
	Grade 01	77%	18%	5%
	Grade 02	75%	14%	11%
	Grade 03	80%	14%	6%

Student Academic Achievement Strengths

After studying our data carefully we have identified the following areas as areas that demonstrated student achievement strengths:

- **Curriculum Instruction, Planning, and Best Practices:** The faculty and staff continue to plan effectively and successfully by understanding and analyzing data, creating and implementing quality assessments, utilizing best practices to align curriculum instruction horizontally and vertically, and the continuous implementation of the transitional program to provide SLOP strategies to our ELL students.
 - Math: Math Manipulatives, Vertical Team Alignment, "One-Minute Math Club", Think Through Math
 - Reading: Balanced Literacy strategies, Kagan strategies, Phonics Instructions provided by Nine Enterprises, SLOP strategies for ELL students, Vertical Team Alignment
 - Science: STEMS grant, Vertical Team Alignment, Robotics Club, StemScopes
 - Writing: Empowering Writers, Grammar and Writing by Nine Enterprises, Vertical Team Alignment

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: During the 2018-2019 school year, the writing passing rate on the STAAR test will increase by 3% in 4th grade. **Root Cause:** Alignment of K-5 Writing Curriculum

Problem Statement 2: During the 2018-2019 school year, the reading passing rate on STAAR test will increase by 3% in all grade level. **Root Cause:** Teacher instructional fidelity to the core reading program.

Problem Statement 3: During the 2017-2018 school year, Bilingual students performance was 37.2% as compared to all students performing at 73% in STAAR writing. **Root Cause:** The students were being provided English language acquisition more so than the writing process and mechanics and

conventions.

Problem Statement 4: During the 2017-2018 school year, Special education students' performance was 42% as compared to all students performing at 73% in STAAR writing. **Root Cause:** There is a need for vertical alignment in grades K to 5.

Problem Statement 5: During the 2017-2018 school year, students of two or more races performance was 73% as compared to all students performing at 91% in STAAR math. **Root Cause:** Students who are two or more races are mainly military connected students so they have had limited access to the Texas curriculum.

School Processes & Programs

School Processes & Programs Summary

Accountability for all is critical to the success of any campus. At Lujan-Chavez we believe that all students can learn and we are committed to put supports in place to ensure that this happens. We will continue our PLC sessions that allow us to analyze our data and make informed decisions. We will also continue our RTI process with an emphasis on targeted interventions. Teacher talks will continue where we discuss each student and identify instructional plans for teachers and students alike. Our vertical alignment teams will continue and we will analyze our data to ensure that gaps are being filled.

Teachers have received training in Kagan Cooperative Learning and we have seen an increase in student engagement in all classrooms. These best practices are a part of our non-negotiables and they are expected in daily lessons and observed during walk-throughs. We will continue to provide refresher trainings for our new staff.

Balanced Literacy continues to be an area of focus as well as Guided Math. We began the school year with this emphasis and offered extra support sessions on Guided Reading during our STAR Academies.

To support our Math goals, all teachers next year will receive a training on Touch Math to support interventions. This is in effort to align our problem solving process and other practices with mathematics instruction.

This school year our grade level teams will receive additional training in the area of writing. Throughout the year, we updated teachers with Write to the Point training and every classroom made an effort to monitor students through the writing process.

Teachers continued to meet for Curriculum Awareness sessions each nine week period. They utilized TRS documents such as the Year-At-A-Glance and the Instructional Focus Document in order to identify the depth and specificity of the concept being taught.

Based on the STAR chart data, our number of teachers on the advanced tech level continues to rise. We have expanded the use of technology into all classroom instruction by placing interactive projectors in all classrooms including the library, special education classroom, and our at-risk support labs. We have a very large student population and have accommodated an additional computer lab to create a proactive approach to online learning and future online testing. Teachers are actively using technology. Teachers are using, scanners, cameras, and other technologies with their students daily. New computers were purchased for our computers lab and those computers that were in the lab will be placed in classrooms in order to increase the number of computers in each classroom.

Teachers are actively participating in our campus STEM Night. In order to attract and retain highly qualified teachers, instructional technology training sessions are offered biweekly and on an as-needed basis. We will purchase equipment for Skype in order to meet with parents that deployed during important meetings, pen-pal situations, career day guest speakers, etc.

This school year we conducted a survey of teachers to determine their professional development needs and wants. The outcome of this was our STAR Academies which took place on Thursdays after school with a topic of their choice. We will continue this support next school year.

For 2018-2019 we will continue to implement a new teacher academy for teachers with 0-3 years of experience as well as anyone else who might benefit from additional support in best practices. We have budgeted extra duty pay for 10 hours of support and materials.

We will begin our 2018-20189 school year with approximately 1,150 students. Our enrollment continues to increase even with the opening of a new campus. We will work on building consistency with our staff development in order to continue to build capacity and strengthen our instructional core.

SISD district leaders, campus leaders, faculty and staff members will ensure that students receive a quality educational experience by working together to meet the educational goals at the federal, state, and district level. The curriculum team meets to reveiw campus data, walkthrough feedback, and curriculum implementation. The team works together to provide resources, staff development, and support to classroom teachers.

Lujan-Chavez Elementary School context and organizational structures consists of targeted instruction based on researched based best practices to ensure academic progress and enrichment. Instructional programs, such as Istation, Lexia, Robotics, Guided Reading, and SIOP strategies, are used to meet the needs of our students.

Lujan-Chavez has a variety of committees, such as LPAC, PBIS/Olweus, SIT, Attendance, Safety, Vertical Teams, to continuously monitor the campus practices. Our campus is implementing the WIN program with blended learning and digital learning integration.

Lujan-Chavez serves 266 English Language Learner students, 37 students in the Gifted and Talented program, 20 students identified for 504 servies, and 87 students served through special education services.

School Processes & Programs Strengths

The campus staff at Lujan-Chavez Elementary is a staff that is dynamic and has been evolving during the past three years. There has been a large number of new teachers and staff that have been integrated into the current team. The staffing patterns have helped establish a strong team. The staffing of the campus has been done to meet the need of the students.

The resources used at Lujan-Chavez have proven effective and helpful in providing quality instruction for our students. The use of SMART goals by our classroom teacher have made a considerable impact on student success. Teachers were able to use their current data to set goals and adjust their instruction to maximize students growth. Campus administration reviews data and provides feedback to teachers during Teacher Support Talks. The SCEI Coaches then customize the support given to each teacher.

Lujan-Chavez Elementary staff encourages our students to use their "Shine Expecations" in order to create a safe learning environment where

students focus on their academics. These expectations hold our students accountable for taking ownership of the campus and promotes a positive learning environment.

Our curriculum coaches in collaboration with our district instructional officers guide our teacher to create a curriculum roadmap that provides rigorous and high quality instruction. The instruction includes TEKS based daily lessons, targeted intervention lessons, checkpoints, and district benchmarks that monitor and guides the instruction throughout the school year. Best practices such as Marcia Tate strategies, Fundamental Five, Kagan, Guided Reading/Math ensure all our learners are engaged in the learning process. Our bilingual populations is targeted by embedding SIOP strategies into the daily lessons. Our SPED students are served by using our Inclusion Model and mainstreaming our student population. Our students are progressed monitored using Istation, Lexia, Accelerated Reading, and district provided assessments. Our response to intervention system is spearheaded by our administration, counselors, parents, and campus curriculum coaches to ensure all students are being provided the academic support to be successful.

Various committees such as SPED, Bilingual, PBIS, Attendance, RTI, Vertical Teams, and SIT monitor that campus initiatives are effective.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus writing scores have not made significant gains. **Root Cause:** There are 10 sections of fourth grade teachers with 5 teachers being new to the grade level.

Problem Statement 2: Writing scores need to improve in all grade levels. **Root Cause:** Writing alignment needs to occur in all grade levels.

Perceptions

Perceptions Summary

At Lujan-Chavez, we strive to keep our students safe at all times. The safety of our students and staff is our main priority and we know that in order for students to learn they must feel safe. Our district just completed the installation process new cameras that are located at various hot-spots in and around the perimeter of our building. In addition to this we have completed all of our safety drills. We have dedicated one staff member to be at the front desk greeting visitors and ensuring that they sign in with our HallPass system-a system that runs all visitors through a sex-offender data base. Our assistant principal leads our safety team on the campus. Safety tips and reminder are shared with teacher and staff on a monthly basis. Safety communication with parents is done through flyers, notices and digital media.

We are also in our 5th year of the WATCH D.O.G.S. (Dads of Great Students) program. This program grows every year and not only supports our safety plan but enhances academic performance as well.

Lujan-Chavez has a minimal amount of office discipline referrals for a school of its size. Classroom management is consistent and teachers emphasize our WE SHINE Expectations in their daily discussions and their Monday Morning Class meetings which integrate our Positive Behavior approach with the Olweus Bullying Program. We will continue to monitor our referrals while promoting our expectations through the use and practice of our WE SHINE expectations. We have just completed our third complete year of Positive Behavior Intervention Support implementation and are continuing to plan for the next phase. We start each day with “Stars, how do you shine?” Students reply, “We are Safe, Honest, Independent, and Nice to Everyone. We shine!” We have clear expectations for the bathroom, the hallways, the cafeteria, the playground, assemblies, and classrooms. Our character traits will be embedded in this along with our NO Bullying campaign. As we plan for the maintenance phase, we have noted that our office referrals did increase this school year as our enrollment increased. We will continue to monitor this; however, our referrals continue to be relatively low for a campus of this size. Our Positive Behavior Intervention and Supports Team presented our “We Shine” campaign to the Region 19 area schools at the PBIS conference this spring.

Perceptions Strengths

In the area of School Culture and Climate Strengths, Lujan-Chavez Elementary continues to demonstrates strengths in:

- Keeping all faculty and staff safe by making this a number one priority.
- Installation of new cameras that are located in different hot-spots in and around the perimeter of the building.
- Consistent implementation of safety drills, i.e. Fire Drill (monthly), Evacuation, Reverse Evacuation, Shelter-in-Place, Lockdown.
- Automated LobbyBuard system that ensures background checks of incoming visitors in the campus.
- WATCH D.O.G.S. (Dads of Great Students) program that supports the campus safety plan and enhances academic performance.
- Positive classroom management through the emphasis of WE SHINE (Safe, Honest, Independent, and Nice to Everyone) expectations

and Positive Behavior Intervention and Support (PBIS) expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PBIS Initiatives need to be strengthened to where it had previously been. **Root Cause:** New teachers to the campus must be trained and provided yearlong support.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 21, 2018

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

Performance Objective 1: For the 2018-2019 school year, Lujan-Chavez will implement a plan of action to ensure that district stakeholders feel safe at school and school events, increasing the number of students that strongly agree that they feel safe by 70% on the next SISD climate survey.

Evaluation Data Source(s) 1: Climate survey given to students will equal 70% or more

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue to monitor PBIS procedures, meetings, support systems

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Meet monthly as a safety committee to review our safety plan and to discuss the outcome of all drills.	2.4	Administration Safety Committee	Implementation: * Sign-in sheets * Monthly drill logs Impact: * Our school community will know the difference between all drills and will be able to follow the protocol for each one.			
				Funding Sources: 199 - General - 0.00		
2) Promote/implement our WATCH D.O.G.S. (Dads of Great Students) Program.	2.4, 3.2	Administration Teachers Parent Liaison School Counselors	Implementation: * Daily Watch D.O.G.S. on campus. Impact: * Increase in participation and a decrease in safety incidents.			
				Funding Sources: 199 - General - 0.00		

3) Positive Behavior and Intervention Support Team that coordinates our We SHINE expectations for behavior for our campus. This is a positive approach to school-wide behavior and it includes the Olweus anti-bullying program to ensure a safe campus environment.	2.4, 2.6	Administration Teachers All Staff School Counselors Parent Liaison	Implementation: * Teachers will enforce the schoolwide expectations and students will follow the expectations. Impact: * Fewer discipline referrals.			
	Funding Sources: 199 - General - 0.00					
4) Implement our visitor check-in system where each visitor signs in through our Hall Pass security system that will run their identification through the national sex offenders registry.	2.4	Administration Front Desk Clerk	Implementation: * All visitors will sign in and receive a badge. Impact: * We will have notifications if someone occurs on the sex offenders list.			
	Funding Sources: 199 - General - 0.00					
5) Update our staff with training on our Positive Behavior and Intervention Support which includes behavioral expectations for every area of the building and an Anti-Bullying component. The entire campus staff will take an active role in campus safety. Light refreshments and snacks will be offered for all training.	2.4, 2.6	Administration Teachers School Counselors Social Worker PBIS Team	Implementation: * Observations throughout the building. Impact: * Decrease in discipline referrals and nurse's office visits.			
	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, 100% Lujan-Chavez will fulfill 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

Next Year's Recommendation 2: Continue to meet safety compliance requirements

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Coordinate all safety drills with our sister school, Sun Ridge Middle School, to ensure that all drills are completed in a timely manner.	2.4	Administration Safety Committee	Implementation: * Monthly drills will be conducted in conjunction with our adjoined Middle School. Impact: * Students and staff will know the procedures for each drill and will complete them in a timely manner.			
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 3: For the 2018-2019 school year, the number of bullying-related incidents reported at Lujan-Chavez will decrease by 3%.

Evaluation Data Source(s) 3: The number of reported bullying-related incidents at all campuses will decrease by 3%.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue to monitor school wide systems to promote a positive and safe campus culture

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement our Monday morning class meetings where we share Olweus lessons and open the door for communication regarding bullying and how we should treat one another. Students will receive the tools they need and will learn how to report bullying.	2.4, 2.6	Classroom Teachers School Counselors Administrators	Implementation: * Monday Morning Class Meetings Impact: * Fewer incidents of bullying.			
	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: For the 2018-2019 school year, the total number of disciplinary incidents at Lujan-Chavez will decrease by 10%.

Evaluation Data Source(s) 4: Discipline incidents among students will decrease by 10%.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to monitor PBIS and RtI processes

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Enforce and monitor our We SHINE expectations and honor students who are shining with gold tickets! Gold tickets can be exchanged for items in our Shine Shop which is sponsored by our campus funds.	2.4	All staff Teachers Administration School Counselors Parent Liaison	Implementation: * Students will be receiving gold tickets for doing the right things. Impact: * Fewer office referrals.			
	Funding Sources: 199 - General - 0.00					
2) Intervention supports will be provided by teachers for students who are in need of Tier 2 and Tier 3 behavior interventions.	2.4, 2.6	Administration School Counselors PBIS team	Implementation: * Sign-in sheets * Intervention plans Impact: * Decrease in student referrals/intervention plans			
	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: For the 2018-2019 school year, Lujan-Chavez will continue to implement a College and Career ready Strategic Plan in 100% of its classrooms.

Evaluation Data Source(s) 1: 100 % of classrooms will continue to implement a College and Career Ready Strategic Plan.













Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Provide ongoing support for new and returning teachers

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue implementation of the research-based and data-driven instructional materials through the use of: * Daily 5-Balanced Literacy * Guided Math & Reading- Small groups lessons and read aloud - kidney tables and carpets will be purchased from School Specialty * Kagan Cooperative Learning Strategies *Carolina Biological Supply * Differentiation of Instruction with Rigor * Depth of Knowledge levels of implementation * Literature Circles *Scholastic Inc. Materials	2.4, 2.6	Administration All Teachers SCE-I Coaches Instructional Assistants	Implementation: * Sign-in sheets * Agendas * Classroom walkthrough observations * Instructional Rounds * Teacher Talks with data analysis Impact: * Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and middle of the year results from state reading and math assessments.	 66%	 70%	 85%

- * Intervention Support
- * Istation/Lexia
- * Lone Star Learning
- * Think Through Math
- * Thinking Maps
- * Book of the Month
- * ELPS and SIOP strategies
- * PBIS and Olweus Bullying Prevention
- * Data Analysis
- * 9-week power planning
- * STAR Academy PD sessions
- * Teacher Tuesday Sessions
- * Stetson Model
- * STEMScopes
- * Mentoring Minds materials
- * Empowering Writers
- * RTI process
- * Dyslexia support
- * SELP/SSLP
- * Vocabulary Development (Academic Vocabulary)
- * Common assessments
- * Wilson Language Training Corporation
- * Being a Writer
- * Barnes & Noble
- * Fundamental Five
- * Touch Math
- * STAAR Master
- * Studies Weekly
- * AVID - College and career readiness skills will be taught by teachers to ensure students are learning Cornell Note taking, higher order questioning strategies, and notebook organization. The AVID Membership will allow teachers to access training, resources, and classroom materials.

Funding Sources: 211 - Title I, Part A - 30839.00

<p>2) Provide intervention in Math, Reading, Writing, and Science throughout the school day after school, during intersession, and on Saturdays. Summer School Acceleration support will also be offered for students who did not meet grade level academic standards or attendance requirements. Transportation will be provided to qualified students.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Instructional Coaches Teachers Instructional Aides to include the Library Aide</p>	<p>Implementation: * Teacher created intervention lesson plans * Student attendance rosters * Permission slips</p> <p>Impact: * Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.</p>			
<p>Funding Sources: 199 - General Fund: SCE - 13785.00, 211 - Title I, Part A - 0.00</p>						
<p>3) Provide TEKS Resources as the primary curriculum that is directly aligned to the TEKS.</p>	<p>2.4</p>	<p>Administration SCE-I coaches Teachers</p>	<p>Implementation: * Usage reports * Teacher Pacing Guides * Lesson Plans * Walk through observations</p> <p>Impact: * STAAR performance, Student performance, PDAS walk-throughs</p>			
<p>Funding Sources: 199 - General - 0.00</p>						
<p>4) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for Saturdays, after school, intersession/summer school.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Teachers</p>	<p>Implementation: * Student list/sign-in sheets * Teacher lessons * Campus program descriptions</p> <p>Impact: * STAAR performance, increased student passing rates, Common Assessments</p>			
<p>Funding Sources: 211 - Title I, Part A - 10000.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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

Performance Objective 2: For the 2018-2019 school year, all populations of Lujan-Chavez students will meet or exceed the previous year's scores to reach their full potential.

Evaluation Data Source(s) 2: All populations of Lujan-Chavez students will meet or exceed the previous year's scores to ensure that they reach their full potential.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue to monitor achievement levels of all subgroups

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Ensure that all manipulatives and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students.	2.4, 2.5, 2.6	Administration Instructional Coaches	Implementation: * Teacher created lesson plans * Classroom walkthrough observations * Instructional Rounds * Interactive Student Notebooks * Supplemental Aids Books Impact: * Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.			
				Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 1000.00		
2) Provide light, healthy snacks to include water, juice, cereal bars, cookies or crackers to ensure student alertness and concentration on state mandated STAAR testing dates.	2.4	Administration	Implementation: * Purchase Orders Impact: * State assessment results			
				Funding Sources: 211 - Title I, Part A - 0.00		
3) Provide a Bilingual Temporary Instructional Aides, and Library Aide to assist with intervention support for students not meeting grade level standards.	2.4, 2.5, 2.6	Administration Instructional Coaches Teachers Instructional Aides	Implementatoin: * State Compensatory Ed Logs * Classroom Walk Through Observations * Teacher created lesson plans * Student intervention plans			
				Funding Sources: 211 - Title I, Part A - 21000.00, 263 - Title III, Part A (Eng. Lang. Acq.) - 12000.00		

4) Implement the co-teaching classrooms with support facilitation as well.	2.4, 2.5, 2.6	Administration	<p>Implementation:</p> <ul style="list-style-type: none"> * Classroom Walk Through Observations * Teacher created lesson plans * Student intervention plans. <p>Impact:</p> <ul style="list-style-type: none"> * Student Improvement on all TRS unit assessments * District benchmark assessments, * iStation date * State assessments 			
Funding Sources: 199 - General - 0.00						
5) Purchase awards and incentives to motivate students in all academics areas, attendance, and positive behavior. New bulletin boards will be purchased to display student work in order to motivate students. Bulletin boards will be created to create a wall of fame to recognize student achievement. Materials will be purchased from School Specialty and C&M Awards	2.4, 2.6	Administration	<p>Implementation:</p> <ul style="list-style-type: none"> * Purchase orders <p>Impact:</p> <ul style="list-style-type: none"> * State assessment results * End of the year grades * Attendance 			
Funding Sources: 211 - Title I, Part A - 4550.00						
= 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: By January 2019, Lujan-Chavez shall increase the Masters level across all tested subject areas to achieve an overall improvement in student state assessment scores of at least 3%.

Evaluation Data Source(s) 3: Lujan-Chavez shall increase the level of instructional rigor across the core content areas, to achieve an overall improvement in student state assessment scores of at least 3%.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue goal with focus on reading and science subject tests

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1. Strategic planning session to review student data. Lessons will be planned strategically to address all student groups.	2.4, 2.6	Classroom Teachers Counselors SCEI Coaches Administration	Implementation: Agenda Sign in sheet Lesson Plans Walkthroughs Impact: Walkthrough Reports Common Assessments State Assessments			
2) Professional development session for teacher from the district instructional officers.	2.4	Administration SCEI coaches	Implementation: Agendas Sign in sheets Walkthroughs Impact: District benchmark results End of the Year grades State Assessment results			
= 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 reading will improve by 3% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 4: Student state assessment scores in reading will improve by 3%.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue to refresh technology for classroom teachers and provide technology resources to support instruction

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase additional technology to keep up with the demands of state testing and our intervention programs for math and reading. This will also allow us to ensure that all equipment is current and maintained. Lujan-Chavez will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology such as the use of computers, dry erase boards to display computer image, Infocus projectors/interactive projectors, printers, as well as, ink and toner cartridges for the printers, 17" flat panel monitors, , projector bulbs, NOOKS, Lap Top computers and headphones. The use of United Streaming, BrainPop, Activotes, Accelerated Reader, and other library media resources such as magazines, periodicals and library books will be used to support learning.	2.4, 2.6	Administration and Instructional Coaches	<p>Implementation: Each computer lab will be updated with new computers. Each classroom will have at least 2 computers and will have all IWB technology working and utilized throughout the day.</p> <p>Impact: Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments as well as Computer Lab usage time will increase. Istation usage reports, Think Through Math data.</p>			
				Funding Sources: 199 - General - 5104.00, 211 - Title I, Part A - 33956.00, 199 - General Fund: Bilingual - 7735.00		
2) Provide one planning day each 9 weeks for teachers to come together to plan vertically and horizontally. Teachers will analyze data, review best practices, and create lessons for the following 9 week period.	2.4, 2.6	Administration and SCE-I Coaches	<p>Implementation: Sign-in Sheets, 9 week lesson plan, vertical alignment initiatives.</p> <p>Impact: Improved student performance with all forms of assessments to include TRS unit assessments, teacher created informal tests, benchmark assessments, and other district mandated assessments.</p>			
				Funding Sources: 211 - Title I, Part A - 0.00		

<p>3) Purchase research based supplemental materials for Reading for students from the following vendors: Scholastic Leveled Readers, Curriculum Associates, ETA Hand2Mind (formerly ETA Cuisenaire), Measuring Up, Mentoring Minds, ECS Learning Systems, Lonestar, Brainpop, Mastery Education, Scholastic Inc. materials, Great Source, Empowering Writers, Being a Writer, Perma Bound, Magazine Subscriptions PTP, Nine Enterprises, Forde-Ferrier, Peoples Education, Kamico, as well as needed furniture/equipment to store supplies and materials.</p>	<p>2.4, 2.6</p>	<p>Administration and Instructional Coaches</p>	<p>Implementation: Classroom walk-through observations, student work, Science Lab usage, teacher created lesson plans, and Interactive Student Notebooks.</p> <p>Impact: Improved Math and Science student performance on TRS weekly assessments and teacher created assessments.</p>			
<p>Funding Sources: 211 - Title I, Part A - 13000.00, 199 - General Fund: Bilingual - 0.00, 199 - General Fund : Special Education - 2000.00</p>						
<p>4) Provide tutorial sessions in reading, afterschool/intersession/Saturday/summer for students that are struggling.</p>	<p>2.4, 2.5, 2.6</p>	<p>Teachers, SCEI coaches, administration</p>	<p>Implementation: Lesson plans, walkthroughs, observations, RTI and progress monitoring documentation.</p> <p>Impact: Improved student performance on TRS assessments, state reading assessment, and teacher created informal assessments.</p>			
<p>Funding Sources: 199 - General Fund: SCE - 12545.00, 211 - Title I, Part A - 1731.00</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 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.


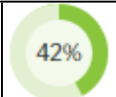




Performance Objective 5: For the 2018-2019 school year, student state assessment scores in Mathematics will improve by 2% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 5: Student state assessment scores in mathematics will improve by 2%.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Monitor math progress in Grade 5

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase materials in the area of Mathematics instruction that will support the classroom teacher and our instructional assistance with the teaching of the new Math TEKS. * Guided Math & Reading- Small groups lessons and read aloud - kidney tables and carpets will be purchased from School Specialty. * Think Through Math * Thinking Maps * Data Analysis * 9-week power planning * STAR Academy PD sessions * Teacher Tuesday Sessions * Mentoring Minds materials * Vocabulary Development (Academic Vocabulary) * Common assessments * Touch Math	2.4, 2.6	Administration, SCEI Coaches	Implementation: Lesson Plans, Walk-through observations, RTI and progress monitoring documentation. Impact: Improved student performance on TRS assessments, state math assessments, Think Through Math and TCM documentation, and teacher created informal assessments.			
	Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 0.00					
2) Provide tutorial sessions in math afterschool/intersession/Saturday/summer for students that are struggling.	2.4, 2.5, 2.6	Teachers, SCEI coaches, administration	Implementation: Lesson plans, walkthroughs, observations, RTI and progress monitoring documentation. Impact: Improved student performance on TRS assessments, state math assessment, TCM documentation and teacher created informal assessments.			
	Funding Sources: 211 - Title I, Part A - 1731.00, 199 - General Fund: SCE - 12545.00					

<p>PBMAS</p> <p>3) Provide tutorial sessions in math afterschool/intersession/Saturday/summer for students of two more or races that are struggling.</p>	<p>2.4, 2.5, 2.6</p>	<p>Teachers, SCEI coaches, administration</p>	<p>Implementation: Lesson plans, walkthroughs, observations, RTI and progress monitoring documentation.</p> <p>Impact: Improved student performance on TRS assessments, state math assessment, TCM documentation and teacher created informal assessments.</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 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

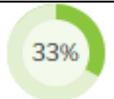

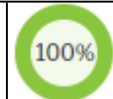



Performance Objective 6: For the 2018-2019 school year, student state assessment scores in Science will improve by 2% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 6: Student state assessment scores in Science will improve by 2%.

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Next Year's Recommendation 6: Monitor student performance on Grade 5 Science test

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue with our Science Lab instruction which includes lessons from STEMScopes co-taught by classroom teacher and SCE-I Coach.	2.4, 2.6	SCE-I Coaches, Teachers, Instructional Assistance	Implementation: Lesson Plans, Walk-through observations, RTI and progress monitoring documentation. Impact: Improved student performance on TRS assessments, STEM Scopes assessments, and teacher created informal assessments.			
				Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 0.00		
2) Purchase materials and equipment to keep our Science Lab current in order to complete all labs. *Carolina Biological Supply * Data Analysis * 9-week power planning * STAR Academy PD sessions * Teacher Tuesday Sessions * STEMScopes * Mentoring Minds materials * Vocabulary Development (Academic Vocabulary) * Common assessments	2.4, 2.6	Administration, SCE-I Coaches	Implementation: Lesson Plans, Walk-through observations Impact: Improved student performance on TRS assessments, STEM Scopes assessments, and teacher created informal assessments.			
				Funding Sources: 211 - Title I, Part A - 0.00		

3) Provide tutorial sessions in science afterschool/intersession/Saturday/summer for students that are struggling.	2.4, 2.5, 2.6	Teachers, SCEI coaches, administration	<p>Implementation: Lesson plans, walkthroughs, observations, RTI and progress monitoring documentation.</p> <p>Impact: Improved student performance on TRS assessments, state reading assessments, Istation documentation, and teacher created informal assessments.</p>			
	Funding Sources: 199 - General Fund: SCE - 12544.00, 211 - Title I, Part A - 1731.00					
 = 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: By Spring 2019, the percentage of interventions documented by teachers at Lujan-Chavez for appropriate academic support will increase by 10% over the 2017-2018 school year.

Evaluation Data Source(s) 7: The percentage of documented interventions by teachers will increase by 10%.

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 7: Review and refine RtI Processes and implementation of interventions

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Ongoing professional development for teachers to support classroom interventions in the areas of math, reading, science, and writing.	2.4, 2.6	Administration SCE-I Coaches Teachers	Implementation: * Walk-throughs * Intervention Logs * Sign-In sheets Impact: * The number of Tier 1 students will increase.			
				Funding Sources: 199 - General - 0.00		
2) Documentation of student interventions on the RTI intervention forms will be done by teachers. They will also note progress monitoring results.	2.4, 2.6	Classroom Teachers Administration School Counselors	Implementation: * Intervention Logs Impact: * The number of Tier 1 students will increase.			
				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 8: For the 2018-2019 school year, students state assessment scores in writing will improve by 2% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 8: Student state assessment scores in writing will improve by 2%.

Summative Evaluation 8: Exceeded Performance Objective

Next Year's Recommendation 8: Raise performance objective standard to promote continued progress on the writing test

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase materials and equipment for implementation of a writing plan for all grade levels. *Writing workshop - small lessons and workshop time- kidney tables and carpets will be purchased from School Specialty. *Literature Circles *Scholastic Materials *Intervention Support *Thinking Maps *Book of the Month *Data Analysis *9 week Curriculum Awareness *Star Academy PD sessions *Teacher Tuesday Sessions *Mentoring Minds materials *Empowering Writers *Barnes & Noble *Fundamental Five	2.4, 2.6	Administration SCEI Coaches	Implementation: Lesson Plans Walkthrough Observations Impact: Improved student performance on TRS assessments and teacher created informal assessments.			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Provide tutorial sessions in writing afterschool/intersession/Saturday/summer for students that are struggling.	2.4, 2.5, 2.6	Teachers, SCEI coaches, administration	Impact: Improved student performance on TRS assessments, state reading assessments, Istation documentation, and teacher created informal assessments.			
	Funding Sources: 199 - General Fund: SCE - 12544.00, 211 - Title I, Part A - 1731.00					

<p align="center">PBMAS</p> <p>3) Provide tutorial sessions in writing afterschool/intersession/Saturday/summer for Bilingual students that are struggling.</p>	2.4, 2.5, 2.6	Teachers, SCEI coaches, administration	Impact: Improved bilingual student performance on TRS assessments, state writing assessments, and teacher created informal assessments.			
	Funding Sources: 199 - General Fund: Bilingual - 2000.00					
<p align="center">PBMAS</p> <p>4) Provide tutorial sessions in writing afterschool/intersession/Saturday/summer for Special Education students that are struggling.</p>	2.4, 2.5, 2.6	Teachers, SCEI coaches, administration	Impact: Improved special education student performance on TRS assessments, state writing assessments, and teacher created informal assessments.			
	Funding Sources: 199 - General Fund : Special Education - 1000.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 9: For the 2018-2019 school year, the student state assessment scores for the ELL population will improve by 3% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 9: ELL student state assessment scores will improve by 3%.

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 9: Monitor ELL performance across all subjects

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide SIOP training to all classroom teachers.	2.4, 2.6	SCE I coaches Administration	Implementation: Agenda Sign in sheets Lesson Plans Walkthroughs Impact: Increase use of SIOP strategies District benchmarks State Assessments			
2) Targeted intervention sessions for students during super school.	2.4, 2.5, 2.6	Classroom Teachers SCEI Coaches Administration	Implementation: Lesson Plans Walkthrough data Impact: Increase use of SIOP strategies TELPAS data			
= 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 10: For the 2018-2019 school year, the student state assessment scores for the SPED population will improve by 3% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 10: SPED student state assessment scores will improve by 3%.

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 10: Monitor SPED achievement rates on state tests as well as progress towards IEP goals

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) SPED Team will attend training sessions provided by the district.	2.4, 2.6	SCEI Coaches SPED Teachers Administration	Implementation: Lesson Plan Agendas Sign in sheets Student ISNs Impact: Student growth on assessments State Assessments			
2) Planning sessions with the SPED teacher and co-teacher to facilitate the planning of the Six Models of Co-Teaching.	2.4, 2.5, 2.6	SCEI coaches Classroom Teachers SPED Teachers Administration	Implementation: Lesson Plan Observations Walkthrough Data Impact: Common Assessments State Assessments			
= 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 11: For the 2018-2019 school year, the student state assessment scores for the at-risk populations will improve by 3% as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 11: At-Risk student state assessment scores will improve by 3%.

Summative Evaluation 11: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 11: Monitor achievement rates for at-risk populations

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Targeted interventions for at-risk students during super school sessions.	2.4, 2.5, 2.6	Classroom Teachers SCEI coaches	Implementation: Lesson Plans Observations Walkthroughs Impact: Decrease number of at-risk students.			
2) SEL sessions with school counselor to assist students with study skills.	2.4, 2.5, 2.6	Counselors	Implementation: Schedules Lesson Plans Observation Walkthroughs Impact: State Assessment Data Common Assessments			
= 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, 80% or our teachers that demonstrate proficient level in instructional effectiveness (as measured by T-TESS, walk-throughs, etc.)

Evaluation Data Source(s) 1: 100% of the teachers will be trained on the T-TESS evaluation tool and 80% will perform at proficient level of effectiveness.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Provide training and support for teachers who are not performing at proficient levels

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Continue walkthroughs (5 per week) with specific feedback through Eduphoria walkthrough forms and follow up discussions	2.4, 2.6	Administration	Implementation: Follow-up walkthroughs will show continued use of/implementation of previous best practice suggestions Impact: Student participation and engagement will increase.			
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, Lujan-Chavez 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

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Ensure all K-5 teachers have 30 hours of GT training

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Lujan-Chavez Teacher Academy will launch for teachers new to the profession, new to the campus or teachers interested in sharpening their craft. The academy will focus on professional readings (inspirational and academic), current issues in education, how to tap into talents and become teacher leaders and what resources are available to assist in doing so.	2.4	Administration, SCEI Coaches, Teachers	Implementation: Agendas Sign-in sheets Surveys Impact: Academy teachers will be self-sufficient when analyzing data during planning; will complete district-required documentation in a timely manner; will seek out support from resources presented when needed; walkthrough data will show implementation of strategies learned at academy			
	Funding Sources: 211 - Title I, Part A - 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, the number of professional development opportunities offered to Lujan-Chavez employees will increase by 5% as compared to the 2017-2018 school year.

Evaluation Data Source(s) 3: Lujan-Chavez employees were offered a 5% increase of professional development from prior school year.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Develop systems to track number of PD opportunities offered compared to previous years

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Our on-site professional development, Star Academies, will continue to offer topics for staff development including data retrieval and analysis, intervention strategies and documentation, technology use in the classroom, differentiated instruction, and guest speakers from the DSC. Light snacks will be provided for these meetings.	2.4, 2.6	Administration, SCEI coaches, counselors	Implementation: Sign in sheets Surveys Impact: Walkthrough data Attendance in subsequent sessions			
				Funding Sources: 211 - Title I, Part A - 0.00		
2) Teachers will attend various staff development session to support reading, math, writing and science. Training sessions will be offered by SCEI coaches, district instructional officers, and Region 19.	2.4, 2.6	Administration	Implementation: Sign in sheets Impact: Walkthrough data			
				Funding Sources: 211 - Title I, Part A - 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.

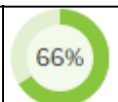
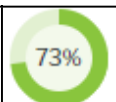
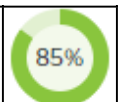



Performance Objective 4: During the 2018-2019 school year, Lujan-Chavez will provide funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to decrease the number of schools that did not meet system safeguard indicators by 5, as compared to the 2017-2018 school year.

Evaluation Data Source(s) 4: Lujan-Chavez will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Train school leadership staff in formal PLC training

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May

<p>1) Continue implementation of the research-based and data-driven staff development model through the use of:</p> <ul style="list-style-type: none"> Daily 5-Balanced Literacy Guided Math & Reading, Kagan Cooperative Learning Strategies Differentiation of Instruction with Rigor Depth of Knowledge levels of implementation Literature Circles Scholastic Inc. materilas Intervention Support Istation/Lexia Think Through Math Thinking Maps Book of the Month ELPS and SIOP strategies PBIS and Olweus Bullying Prevention Data Analysis 9-week power planning STAR Academy PD sessions Teacher Tuesday Sessions Inclusion practices STEMScopes Mentoring Minds materials Empowering Writers RTI process Dyslexia support SELP/SSLP Vocabulary Development (Academic Vocabulary) Common assessments Fundamental Five Touch Math Being a Writer Nine Enterprises 	<p>2.4, 2.6</p>	<p>Administration, SCE-I Coaches, Teachers</p>	<p>Implementation: Purchase Orders, Sign-In Sheets, Agendas, Walk-throughs, Student work</p> <p>Impact: Improved student performance on TRS weekly assessments and teacher created assessments.</p>			
<p>Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 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 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 trained in SIOP strategies, will increase by 5% campus wide.

Evaluation Data Source(s) 5: During the 2018-2019 school year, the number of teachers at Lujan-Chavez trained in SIOP strategies will increase by at least 5%.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Conduct school wide SIOP refresher PD for ESL/Bilingual Education

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All teachers will continue to be updated about the latest opportunities for certification in the area of ESL, Bilingual Education as well as Special Education.	2.4, 2.6	Administration	Implementation: Emails to staff informing them of these opportunities. Impact: Registration for these courses.			
				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: During the 2018-2019 school year, the number of teachers trained in to work with at-risk, ELL, and SPED populations will increase by 3%.

Evaluation Data Source(s) 6: Lujan-Chavez employees will be offered a 3% increase in subgroup specific staff development sessions.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Provide training for these populations in combination with RtI training

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1. SCEI coaches will provide staff development sessions during PLCs to ensure teachers are planning specifically for at-risk, ELL, and SPED students.	2.4, 2.6	SCEI coaches Admin	Implementation: Training session during weekly PLC meeting. Monitoring of teacher lesson plan. Classroom Walkthroughs Impact: Student improvement on common assessments.			
<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 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.

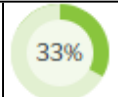
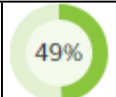

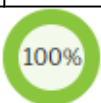
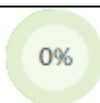

Performance Objective 1: During the 2018-2019 school year, Lujan-Chavez will increase the number of collaborative educational involvement activities and events for parents and community members by 3% as compared to the to the prior school year, to promote teamwork and unity in the education of students.

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Work with CIS coordinator to develop systems for tracking parent and community involvement numbers in a timely and accurate way

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide a Communities in Schools coordinator who will facilitate bi-weekly classes on a variety of topics requested by the community with the goal of improving student achievement and family unity. Family health and proper nutrition will be discussed with parents. Guest speakers from our community will be invited to share important information regarding selected topics. (Light refreshments will be served.)She will use general material supplies for her meetings. She will also be the contact person for our uniform donation center and will work with the district community to support the Father/Son Conference and the Mother/Daughter Conference.	3.1, 3.2	Administration, Counselors, Social Worker, and CIS coordinator	Implementation: Agendas, weekly logs, parent newsletters, sign-in sheets Impact: Surveys will indicate satisfaction with the classes.			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Provide opportunities for our parents to attend training that will promote their roles in our schools. The CIS coordinator will need to be up-to-date with the latest in technology and equipment in order to accomplish this goal. CIS Coordinator will collaborate with classroom teacher who will provide Latino Literacy classes to parents.	3.1, 3.2	Administration, Counselors, Social Worker, Latino Literacy Teacher, and CIS Coordinator	Implementation: Agendas, weekly logs, parent newsletters, sign-in sheets Impact: Surveys will indicate satisfaction with the classes.			
	Funding Sources: 199 - General - 0.00					

<p>3) Provide opportunities for our parents and community to be engaged in school-wide activities such as our SIT committee, Partners in Education, Gift of Reading Night, Fall Into Technology Night, Science Night, Open House, Fall Festival, etc... Light refreshments and snacks will be provided to parents during parent sessions and/or events.</p>	<p>3.1, 3.2</p>	<p>Administration, Counselors, Social Worker, and CIS Coordinator</p>	<p>Implementation: Agendas, Sign-In Sheets</p> <p>Impact: Increase in parental involvement school-wide.</p>			
<p>Funding Sources: 211 - Title I, Part A - 1000.00</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 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, Lujan-Chavez 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 district and the campuses will increase by 4% in efforts of bolstering communication between parents and schools.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Utilize multiple sources of communication to convey messages to parents, business and community members.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Include PIE businesses in the recipients of monthly newsletters and calendar of upcoming events	3.2	Administration, PIE committee	Implementation: Mail out log Impact: Business partner participation will increase at various events including Career Day, Fall Festival, Perfect Attendance and Terrific Kid ceremonies			
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, Lujan-Chavez will increase by 3% over the previous year the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Increase the percentage of partnerships from the previous year by at least 3%

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Develop business partnerships with two local businesses

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Maintain communication with current business who participate in PIE and reach out to other businesses to participate in activities such as Career Day, Fall Festival, etc., and request support in the form of coupons and incentives for students and teachers.	3.2	Administration, PIE committee, Parent Liaison	Implementation: Incentive goods provided Business participation at various events Impact: Increased student and teacher participation and effort to receive incentives provided.			
				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 4: For the 2018-2019 school year, Lujan-Chavez will increase the number of customer service training sessions for teachers and staff by 2% to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Customer service training for teachers and staff to increased by 2% from the 2017-2018 to 2018-2019 school year.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Utilize customer service training to reduce the number of parent complaints for the school.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Team building and customer service skill activities will be implemented during the early release days for all cross guards, parent volunteers, monitors and office staff. Light refreshments will be served during these sessions.	3.1, 3.2	Administration	Implementation: Sign in sheets Agendas Impact: Reduced number of complaints from community members. Increased inquiries into joining Lujan-Chavez team.			
	Funding Sources: 211 - Title I, Part A - 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: For the 2018-2019 school year, 100 % of all subgroups at Lujan-Chavez will increase accountability standards and measured by reports such as the Performance-Based Analysis System.

Evaluation Data Source(s) 1: 100% of all students in all subgroups at Lujan-Chavez will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue to monitor all subgroups performance across all subject areas.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Ensure that funds are available to provide tutorials in Math, Reading, Writing, and Science throughout the school day, after school, summer, during intersession, and on Saturdays. Transportation will be provided to qualified students.	2.4, 2.5, 2.6	Administration, Instructional Coaches, Teachers, Instructional Aides	Implementation: Teacher created intervention lesson plans, student attendance rosters, permission slips. Impact: Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.			
Funding Sources: 211 - Title I, Part A - 0.00, 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: During the 2018-2019 school year, 100% of Lujan-Chavez teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: 100% of Lujan-Chavez teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Work with grade levels to develop schedules and systems to support effective implementation of interventions

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All teachers will provide intervention and acceleration support during the school day and students will be offered additional support before school, during Super School, after school, intersession camps, Saturdays, and summer school.	2.4, 2.5, 2.6	Administration, SCE-I Coaches, Teachers, Instructional Assistants	Implementation: Walk-through observations, sign-in sheets, permission slips, student work, lesson plans Impact: Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.			
Funding Sources: 211 - Title I, Part A - 6926.00, 199 - General Fund: SCE - 50183.00						
= 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, Lujan-Chavez administrators will increase by 3% the number of campus teachers provided with professional development support and resources in social and emotional learning to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: A 3% increase in the number of campus teachers provided with professional development in social and emotional learning support and resources to achieve professional growth and high student academic achievement rates.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Clarify this goal to make it clearly measurable to track campus growth

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Our monthly STAR Academies will be provided in order to offer targeted Professional Development to meet the needs of our campus. Teachers will receive training on various programs that will support the social emotional learning of the students. *Tacky Box *The Master Teacher *Champs Program	2.4, 2.6	Administration, SCE-I Coaches, District Support Teams, counselors	Implementation: Agendas, Sign-in sheets, STAR Academy Calendar, Walk-through observations Impact: Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.			
Funding Sources: 211 - Title I, Part A - 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: During the 2018-2019 school year, Lujan-Chavez administrators will schedule at least 2 data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 4: Two data feedback sessions were scheduled with Curriculum and Instruction personnel to acquire support and resources.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Utilize curriculum and instruction personnel in hiring processes and in feedback sessions

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will meet with teachers during our Teacher Tuesday sessions and during our Teacher Data Talks to review our data from a variety of resources and create plans for our next steps. All data will be posted in our data rooms to guide our discussion.	2.4, 2.6	Administration, SCE-I Coaches	<p>Implementation: Students will continue to make gains based on the goals they have set with their teachers in all areas of the curriculum and will note their progress on their goal sheets.</p> <p>Impact: Students and teachers will evaluate progress based on middle of the year data from istation, lexia, Think Through Math, TCM assessment, TRS assessments, Benchmark data, etc...</p>			
	Funding Sources: 199 - General - 0.00					
2) We will continue to utilize support from the District Service Center to observe our practices and offer us feedback for growth based on these observations. This feedback will be added to our professional development plans.	2.4	Administration, SCE-I Coaches, District C & I, Teachers	<p>Implementation: Walk-through observations, Agendas, Sign-In sheets</p> <p>Impact: Improved student performance with TRS unit assessments, benchmark assessment results, teacher created informal and formal assessments, Istation reports and benchmark results from state reading and math assessments.</p>			
	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 5: During the 2018-2019 school year, Lujan-Chavez personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 10% as compared to the 2017-2018 school year.

Evaluation Data Source(s) 5: Increased parent attendance at school meetings and events by 10% as compared to 2017-2018 school year.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue to develop systems to accurately track student participation at school events and meetings

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will continue to provide opportunities for parents to become actively engaged in their child's education by working with as a team to ensure their child's academic and behavioral success. (Student-Led conferences, Math and Science Night, Gift of Reading Night, WATCH D.O.G.S., etc...)	2.4, 2.6, 3.1, 3.2	Administration, Counselors, Parent Liaison, Teachers	Implementation: Parent Participation Sign-In Sheets, Agendas Impact: We will experience an increase in the number of parents that attend these events.			
				Funding Sources: 211 - Title I, Part A - 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 6: For the 2018-2019 school year, the attendance rate for all students at Lujan-Chavez will increase by 1% over the attendance rate of the previous year.

Evaluation Data Source(s) 6: Attendance rate for all students will increase by 1%.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Continue to provide incentives for high attendance rates

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) School-wide attendance campaign. Our school-wide daily attendance goal is 98.2%. Classes are acknowledged on the morning announcements and if they reach their goal they earn a letter to spell We SHINE towards a free dress day. This is posted on our bulletin board for all to see.	2.4, 2.6	Administration Teachers	Implementation: * Announcements and Bulletin Board Impact: * Increase in student attendance.			
	Funding Sources: 199 - General - 0.00					
2) Keep a running graph of classes that reach 100% attendance. This graph will be displayed on a bulletin board and classes will be honored when they reach this goal.	2.4, 2.6	Teachers Administration School Counselors Parent Liaison	Implementation: * Bulletin Board with Graph Impact: * Increase in the number of days classes have 100% attendance			
	Funding Sources: 199 - General - 0.00					
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	5	3	Provide tutorial sessions in math afterschool/intersession/Saturday/summer for students of two more or races that are struggling.
2	8	3	Provide tutorial sessions in writing afterschool/intersession/Saturday/summer for Bilingual students that are struggling.
2	8	4	Provide tutorial sessions in writing afterschool/intersession/Saturday/summer for Special Education students that are struggling.
3	6	1	1. SCEI coaches will provide staff development sessions during PLCs to ensure teachers are planning specifically for at-risk, ELL, and SPED students.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	5	3	Provide tutorial sessions in math afterschool/intersession/Saturday/summer for students of two more or races that are struggling.
2	8	3	Provide tutorial sessions in writing afterschool/intersession/Saturday/summer for Bilingual students that are struggling.
2	8	4	Provide tutorial sessions in writing afterschool/intersession/Saturday/summer for Special Education students that are struggling.

State Compensatory

Budget for Lujan-Chavez Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.119.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$5,250.00
199.11.6118.00.119.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$50,292.25
199.11.6118.99.119.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$26,000.00
199.11.6119.00.119.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$111,583.00
199.11.6119.00.119.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$52,782.00
199.32.6119.00.119.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$15,387.00
199.11.6125.00.119.7.30.0.00.	6125 Salary Support - Locally Defined	\$14,100.00
199.11.6129.00.119.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$18,665.00
199.12.6129.00.119.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$9,168.00
199.11.6141.00.119.7.30.0.00.	6141 Social Security/Medicare	\$1,888.00
199.11.6141.00.119.7.30.8.00.	6141 Social Security/Medicare	\$766.00
199.11.6141.99.119.7.30.0.00.	6141 Social Security/Medicare	\$377.00
199.12.6141.00.119.7.30.0.00.	6141 Social Security/Medicare	\$133.00
199.32.6141.00.119.7.30.0.00.	6141 Social Security/Medicare	\$892.00
199.11.6142.00.119.7.30.0.00.	6142 Group Health and Life Insurance	\$19,863.00
199.11.6142.00.119.7.30.8.00.	6142 Group Health and Life Insurance	\$6,621.00
199.12.6142.00.119.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.32.6142.00.119.7.30.0.00.	6142 Group Health and Life Insurance	\$6,621.00
199.11.6143.00.119.7.30.0.00.	6143 Workers' Compensation	\$575.00
199.11.6143.00.119.7.30.8.00.	6143 Workers' Compensation	\$233.00
199.11.6143.99.119.7.30.0.00.	6143 Workers' Compensation	\$116.00

199.12.6143.00.119.7.30.0.00.	6143 Workers' Compensation	\$40.00
199.32.6143.00.119.7.30.0.00.	6143 Workers' Compensation	\$272.00
199.11.6146.00.119.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$2,514.00
199.11.6146.00.119.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$887.00
199.11.6146.00.119.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$1,123.00
199.11.6146.99.119.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$534.00
199.12.6146.00.119.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$49.00
199.32.6146.00.119.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,397.00
199.11.6149.00.119.7.30.9.00.	6149 Employee Benefits	\$1,333.00
199.11.6149.99.119.7.30.0.00.	6149 Employee Benefits	\$390.00
199.12.6149.00.119.7.30.0.00.	6149 Employee Benefits	\$138.00
199.32.6149.00.119.7.30.0.00.	6149 Employee Benefits	\$686.00
199.11.6149.00.119.7.30.0.00.	6149 Employee Benefits	\$1,475.00
199.11.6149.00.119.7.30.5.00.	6149 Employee Benefits	\$79.00
199.11.6149.00.119.7.30.8.00.	6149 Employee Benefits	\$693.00
6100 Subtotal:		\$356,233.25
6400 Other Operating Costs		
199.11.6494.00.119.7.30.9.00.	6494 Reclassified Transportation Expenses	\$1,416.75
6400 Subtotal:		\$1,416.75

Personnel for Lujan-Chavez Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aimee Franco	Library Aide	SCE	.50
Alma Mejia	WIN TIA	SCE	1
Amanda Rueda	SCEI Coach	SCE	1
Elizabeth Mendoza	WIN Teacher	SCE	.10
Jessica Cedillo	CIS	SCE	.50
Liza Martinez	WIN Teacher	SCE	.11
Lorena Castro	WIN Teacher	SCE	.11
Miriam Corral	SCEI Coach	SCE	1
Monique Gonzalez	CSR Teacher	SCE	1
Rafael Flores	WIN Teacher	SCE	.11
Victor Ramirez	WIN TIA	SCE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Irasema Torales	TIA	Title I	1
Jessica Cedillo	CIS	Title I	.50

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
2	1	3			\$0.00
2	2	4			\$0.00
2	4	1			\$5,104.00
2	7	1			\$0.00
2	7	2			\$0.00
3	1	1			\$0.00
3	5	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
5	6	1			\$0.00
5	6	2			\$0.00
				Sub-Total	\$5,104.00

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$13,785.00
2	4	4			\$12,545.00
2	5	2			\$12,545.00
2	6	1			\$0.00
2	6	3			\$12,544.00
2	8	2			\$12,544.00
5	1	1			\$0.00
5	2	1			\$50,183.00
Sub-Total					\$114,146.00

199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3			\$2,000.00
2	8	4			\$1,000.00
Sub-Total					\$3,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$30,839.00
2	1	2			\$0.00
2	1	4			\$10,000.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3	Title I Temporary Instructional Aide		\$21,000.00
2	2	5	Awards incentives		\$4,550.00
2	4	1			\$33,956.00
2	4	2			\$0.00
2	4	3			\$13,000.00

2	4	4			\$1,731.00
2	5	1			\$0.00
2	5	2			\$1,731.00
2	6	1			\$0.00
2	6	2			\$0.00
2	6	3			\$1,731.00
2	8	1			\$0.00
2	8	2			\$1,731.00
3	2	1			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
4	1	1			\$0.00
4	1	3			\$1,000.00
4	4	1			\$0.00
5	1	1			\$0.00
5	2	1			\$6,926.00
5	3	1			\$0.00
5	5	1			\$0.00

Sub-Total \$128,195.00

263 - Title III, Part A (Eng. Lang. Acq.)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Bilingual Temporary Instructional Aide		\$12,000.00
Sub-Total					\$12,000.00

199 - General Fund: Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$1,000.00
2	4	1			\$7,735.00

2	4	3			\$0.00
2	5	1			\$0.00
2	8	3			\$2,000.00
3	4	1			\$0.00
Sub-Total					\$10,735.00
Grand Total					\$273,180.00