

Socorro Independent School District
Loma Verde 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



LOMA VERDE
ELEMENTARY SCHOOL

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

Mission Statement

Loma Verde Elementary School, "Where Excellence is By Design", is a community committed to providing a challenging education to every child in a safe and nurturing environment.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Loma Verde Elementary is one of 49 campuses in the Socorro Independent School District. We are the proud Loma Verde Bears and our school mascot is Thunder Bear. Loma Verde opened its doors in 2002 and serves predominantly middle-class type families. Data referenced below was submitted at Fall 2017 PEIMs submission. Loma Verde served 682 students in grades PPCD to 5th grade. However, current enrollment, however, is 726 and growing as residents move into new neighborhoods in our attendance area.

Our student population consists of approximately 338 boys and 344 girls. Hispanic-Latino students make up 90% of our population. The remaining students are 5% white, 3% African American, and 2% other ethnicities.

We are a Title I School with approximately 59% of our students receiving free or reduced lunch. Our Fall 2017 Snapshot data indicates that we currently have 38 students (5.5%) identified gifted and talented; 112 (16.42%) Special Education students; 33 students (4%) receive Section 504 Services; 3 Dyslexic students; and 169 (24.78%) English Language Learners (ELLs). According to iStation data we have approximately 75% Tier I students, 15% Tier II students, 10% Tier III students in grades K-3. We have 31 military connected students, 5 students who are coded homeless, and 3 students in foster care.

The overall mobility rate for the campus is approximately 17.47%. Our most mobile students reside in a nearby mobile home park and in government assisted apartments. Those students tend to be our most at risk students for academics, attendance and behavior. The average daily attendance rate for our campus is 96.64%. Our class size is limited to 22 students per class in Kinder-4th grade. 5th grade can have up to 25 students. Special Education units/programs housed at Loma Verde include PPCD/Employee Daycare, ACCESS (for students with autism), and PAS (Practical Academic Skills class).

We encountered approximately 15 students with discipline referrals resulting in In-School Suspension or Out of School Suspension. Discipline referrals are mostly level 1 (minor) code of conduct violations. Overall the total number of students who receive discipline referrals continues to decline at our campus. Our classroom and campus behavior expectations help improve the safety and reduce incidents of misconduct.

The staff population is 8% Anglo, 92% Hispanic, 13% male and 87% female with an average of 15 years of experience. The ethnic makeup of our staff mirrors the student population. Overall the staff is very stable, and the staff climate survey indicates that employees are content to be working at Loma Verde.

Demographics Strengths

Most of our students come from stable homes with involved parents. The combination of effective instruction and parental support results in our students performing in the top levels on district benchmarks and state assessments when compared to other campuses in SISD and the state. Loma Verde has been recognized as a 2017 6-Star Campus receiving distinctions in Student Achievement over all and specifically in Math, Reading, Science; TX Honor Roll 2017 School, Top 25% for Closing the Achievement Gap, Top 25 for Post-Secondary Readiness. We have approximately 75% of students in Tier I, which indicates that they are performing at or above grade level standards in reading. Our Team Quest team was a city finalist. We had 2 Teams participate in Destination Imagination competition. We will be hosting our 3rd annual Top Scholars Days where we honor Loma Verde alumni graduating seniors from local high schools ranked in the top 15 of their class, as well as our own top 15 students in our 5th grade classes.

We have implemented several organizations in which students may participate and be recognized for excellence inside and outside the classroom. Loma Verde Chapter of National Elementary Honor Society was initiated this year. Through a rigorous application process, 26 4th and 5th graders students were selected as our inaugural group. Our Student Ambassadors are a group of responsible students who serve as escorts, greeters, facilitators, etc. for school events. They were also selected through an application and interview process. We also began our Theater Zone Music groups in 4th and 5th grades. They entertained the campus and community at our Winter Festival with Holiday Themed Musicals and this spring with a Jazz Revue and Musical “Possibilities”. We understand the need for enrichment outside the classroom. A major achievement for Loma Verde is our Robotics Team “RoboBears” who won at the district and regional level, advancing to represent the entire West Texas Region at the FLL Razorback Invitational World Robotics Tournament in Fayetteville, Arkansas. Loma Verde is always well represented with students placing and winning at district events such as UIL Competition and Science Fair. We had our first tryout for our 2018 Cheerleading squad.

Our ELL students make up 25% of our population, which indicates that 75% of the students are English proficient. We anticipate exiting 36 students in grade 1st-5th from Bilingual Education this year, which means they have reached advanced high levels on TELPAS and are ready to be mainstreamed into the general monolingual classroom without support from the bilingual program.

We are growing and improving our employee daycare combined with a PPCD class in which special needs students are in a class with average 3-4-year-old day care children. The special needs students receive the benefit of interacting with normally developing peers. We will be added a staff member to the daycare to provide improved services for all students in the class.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sp.Ed. and ELL Students continue to be our lowest performing subgroups lagging behind all students by approximately 10% on state assessments and benchmarks. **Root Cause:** Students are lacking reading and math basic skills essential to be successful on assessments requiring applied problem solving and comprehension. Many new ELL students are lacking academic language in English and Spanish which makes it difficult for them to be successful on grade level assessments.

Problem Statement 2: STAAR, Benchmark, iStation and other forms of assessments, indicate that new students arriving from out of district, out of state and out of country tend to be the students who are low achieving and need the most remediation and intervention. **Root Cause:** Lack of educational opportunity, lack of exposure to rigorous content, and gaps in instruction due to inconsistent attendance, unstable family situation and mobility.

Student Academic Achievement

Student Academic Achievement Summary

STAAR RESULTS FOR SPRING 2018

ALL STUDENTS

Grade Level/Subject	Approaches GL	Meets GL	Masters GL	Comments
5th Math STAAR	96%	84%	58%	District 92% Approaches Grade Level, 66% Meets Grade Level, 34% Masters Grade Level
5th Reading STAAR	95%	70%	40%	District 87% Approaches Grade Level, 55% Meets Grade Level, 26% Masters Grade Level
5th Science STAAR	95%	70.7%	34.3%	District 84.4% Approaches Grade Level, 47.6% Meets Grade Level, 19.5% Masters Grade Level
4th Math STAAR	91.1%	66.1%	33%	District 83.1% Approaches Grade Level, 51.7% Meets Grade Level, 27.3% Masters Grade Level
4th Reading STAAR	90%	71.8%	33.6%	District 77% Approaches Grade Level, 49% Meets Grade Level, 24.1% Masters Grade Level
4th Writing STAAR	89.4%	66.4%	21.2%	District 71.7% Approaches Grade Level, 46.6% Meets Grade Level, 10.8% Masters Grade Level
3rd Math STAAR	87.9%	56.1%	28%	District 85.8% Approaches Grade Level, 54.1% Meets Grade Level, 25.3% Masters Grade Level
3rd Reading STAAR	81.1%	49.1%	25.5%	District 83.1% Approaches Grade Level, 47.6% Meets Grade Level, 26.7% Masters Grade Level

STAAR RESULTS FOR SPRING 2018

BILINGUAL/LEP

Grade Level/Subject	Approaches GL	Meets GL	Masters GL	Comments
5th Math STAAR	100%	66.7%	33.3%	District 93.7% Approaches Grade Level, 52.9% Meets Grade Level, 19.8% Masters Grade Level
5th Reading STAAR	75%	33.3%	8.3%	District 71.7% Approaches Grade Level, 27.9% Meets Grade Level, 6.7% Masters Grade Level
5th Science STAAR	75%	33.3%	0%	District 68.6% Approaches Grade Level, 25.6% Meets Grade Level, 6.3% Masters Grade Level
4th Math STAAR	82.1%	46.4%	14.3%	District 72.7% Approaches Grade Level, 33.1% Meets Grade Level, 12.9% Masters Grade Level
4th Reading STAAR	92.6%	66.7%	14.8%	District 56.5% Approaches Grade Level, 25% Meets Grade Level, 9% Masters Grade Level
4th Writing STAAR	79.3%	41.4%	0%	District 52.9% Approaches Grade Level, 26% Meets Grade Level, 3% Masters Grade Level
3rd Math STAAR	66.7%	25%	12.5%	District 81.9% Approaches Grade Level, 47.2% Meets Grade Level, 19.2% Masters Grade Level
3rd Reading STAAR	41.7%	16.7%	8.3%	District 74.4% Approaches Grade Level, 34.7% Meets Grade Level, 15.3% Masters Grade I

STAAR RESULTS FOR SPRING 2018

SPED

Grade Level/Subject	Approaches GL	Meets GL	Masters GL	Comments
5th Math STAAR	100%	80%	40%	District 87.9% Approaches Grade Level, 47.2% Meets Grade Level, 14.9% Masters Grade Level
5th Reading STAAR	80%	66.7%	26.7%	District 58.8% Approaches Grade Level, 27.5% Meets Grade Level, 9% Masters Grade Level

5th Science STAAR	85.7%	64.3%	21.4%	District 55.7% Approaches Grade Level, 23.8% Meets Grade Level, 10.1% Masters Grade Level
4th Math STAAR	81.8%	59.1%	18.2%	District 59.5% Approaches Grade Level, 31.8% Meets Grade Level, 9.5% Masters Grade Level
4th Reading STAAR	70%	65%	20%	District 53.7% Approaches Grade Level, 28.1% Meets Grade Level, 8.4% Masters Grade Level
4th Writing STAAR	65.2%	39.1%	4.3%	District 38.5% Approaches Grade Level, 22.2% Meets Grade Level, 4% Masters Grade Level
3rd Math STAAR	76.9%	23.1%	7.7%	District 59.3% Approaches Grade Level, 31.5% Meets Grade Level, 10.5% Masters Grade Level
3rd Reading STAAR	61.5%	23.1%	0%	District 56.2% Approaches Grade Level, 26.2% Meets Grade Level, 10.2% Masters Grade Level

DISTRICT EOY READING PROGRESS Kinder – 2nd grade – As measured by iStation

EOY iStation

Grade Level	Tier 1	Tier 2	Tier 3	Comments
Kinder	70%	19%	11%	exactly the same data as we had last year despite adding a Kinder collaborative about 6 students new to Texas arrived the last month of our school and did affect the Tier 3 numbers for this year as compared to last year. Student that are new to iStation online testing platform often do not score as high as their peers
1st	72%	17%	11%	
2nd	75%	14%	11%	These results were in keeping with last year's 2 nd grade EOY results.

District Math EOY

Grade Level	Masters Grade Level	Approaches Grade Level	Comments
Kinder	71%	93%	Numbers are in keeping with last year's results
1st	63%	94%	While the AGL matched last year's, the Mastered is a bit lower, this could be due in part by the 6 students new to 1 st grade in the past month from outside of the state.
2nd	60%	93%	Levels are a bit lower this year than last year

DYSLEXIA SCREENER RESULTS per House Bill 1886

Administered to all Kindergarten and 1st grade students

(Waiting on properly disaggregated data from Eduphoria.)

DISTRICT WRITING INITIATIVE

Grade Level	Masters Grade Level	Approaches Grade Level	Comments
Kinder	37%	74%	DISTRICT AVERAGE 63% Approaches Grade Level, 25% Masters Grade Level
1st	40%	80%	DISTRICT AVERAGE 64% Approaches Grade Level, 24% Masters Grade Level

2nd	39%	73%	DISTRICT AVERAGE 60% Approaches Grade Level, 19% Masters Grade Level
3rd	1%	32%	DISTRICT AVERAGE 52% Approaches Grade Level, 15% M
4th			Fourth grade does not do the District Writing Initiative as their p STAAR.
5th	33%	80%	DISTRICT AVERAGE 63% Approaches Grade Level, 21% M

2018 TELPAS RESULTS

These results will not be available until August 2018. This is the first year that most of the evaluation was done online for 2nd-5th grade students, to include reading, listening and speaking. Writing was still holistically scored by teachers.

Student Academic Achievement Strengths

Our STAAR Advanced Performance percentage increased and surpassed the district averages in all tested subjects, except 3rd grade reading, due to the concentration and focused intervention on the lowest TEKS Student Expectations in all areas. Teachers are teaching with rigor and expectations are high. Curriculum alignment and pacing are in place.

This year we were more proactive and systematic in our RtI process throughout the grade levels. We had several dyslexia referrals and FIE referrals throughout the year which resulted in students qualifying for and receiving extra services. The RtI process also provided more information to teachers and to parents as to why students who did not qualify might be struggling and strategies to help in the classroom and at home. Through the RtI process we were also able to provide accommodations for classroom instruction and STAAR testing which helped our students to be more successful.

Students who were identified as having severe struggles in learning to read were given the opportunity to use the online Lexia CORE5 program. An after school Lexia Lab program was established this year. Tuesday and Thursdays after school an average of 17 kids attended the lab. It was staffed by 2 certified teachers who administered the 1:1 Lexia lessons and the Skill Builders as prescribed by the Lexia

program. Most of the students attending were 1st and 2nd grader, however there were a few 3rd, 4th and 5th graders who benefitted from this opportunity. Lexia 1;1 lessons and computer CORE 5 time were also provided during the day by our SCE Intervention Coach. Students made an average of 1 years gain on the program, with 2 students advancing up to grade level. We anticipate using this program next year and even expanding our license use in hopes that more students will advance to grade level status.

Per Texas House Bill 1886 we implemented a grade level dyslexia screener for all kinder and 1st grade students. Those who fell in Well Below Grade level expectations category will be given extra intervention support in the areas of need at the beginning of next year.

ELL students continue to struggle with the vocabulary segment of iStation. Temporary Instructional Aides are assigned Bilingual students to provide additional interventions during school in the class as well as in a pull-out program. The pull out program we used this year was Language Power. In June 2017, 15 students in 1st and 2nd grade met criteria and exited the bilingual program. We had 5 students exit using TELPAS and STAAR in 3rd grade. Results from 2017 3rd grade STAAR Reading show that our 100% of our 1st year monitors passed, and 6 of the 8 students mastered the grade level. This data indicates that our 2nd grade last year exits were solid exits and those students are performing well outside of the Bilingual setting.

We had an increase in students entering Loma Verde from a school outside of the country. Many of these students arrived in the later part of the year, so we expect to have an increased need for support of our ELL students for next year.

Our focus at PLCs with our teachers of SPED populations was growth not a passing standard. Six of out 12 SPED students made expected or accelerated growth in Reading while 10 of the 12 students did so in Math.

After careful analysis of the students in 5th grade who were in our classroom at Loma Verde throughout the 4th grade year as well and comparing them to students who have been on our campus for 2 or more years, we can see that students who are consistently in our classrooms for 4th and 5th grade outperform those students who enroll at the beginning of 5th grade by about 10%. We now know that we must be diligent about identifying students who are new to our campus, gather as much data as possible and provide them the extra support they might need before we undertake benchmarks. These students are the mobile students who may have learning gaps due to movement from school to school.

We will continue to increase academic achievement by addressing the following areas identified by teachers during our CNA discussions. • DI: Defining and adhering to standards for small group instruction

Increased collaboration between our regular teachers and our SPED and ACCESS teachers – This will offer more support for those students in the classroom when only the general education teacher is present.

- Continued support in the RtI process from the 1st Marking period
- Professional Development in Fundamental Five to focus on Critical Writing
- * Professional Development/Planning in Science
- *Professional Development in New Math TEKS and Guided Math
- *Use of Interactive Notebooks in all content areas
- *GT Update for teachers
- *TEKS Academies for teachers
- *Implement AVID Strategies in 5th grade.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Sp.Ed., ELL and Mobile Students continue to have lower achievement and smaller gains on benchmarks and state assessments than Gen. Ed. Students. **Root Cause:** Language and Lack of Tier 2 vocabulary. Lack of basic skills in reading, writing and math inhibits application in grade level material.

Problem Statement 2: STAAR Scores for 3rd grade LEP students declined in both reading and math with an overall decline in student achievement of 13% when compared to 2017. **Root Cause:** Failure to fully assess levels of new students, and develop a timely plan to address the academic and language needs in reading and math.

Problem Statement 3: Many of our Tier 1 students have already achieved the Masters Grade level status by our spring Benchmark, yet are still being taught with the same lessons as the other students. **Root Cause:** Teachers are so concerned with students achieving Approaches and Meets Grade level standards that they do not often provide the enrichment/extension opportunities in the classroom.

School Processes & Programs

School Processes & Programs Summary

Campus Leadership Team consists of Principal, Asst. Principal, Counselor, Librarian and SCEI Coach. Our team focuses on improving student achievement by providing support through staff development, RtI, Interventions, materials, planning, and data analysis. We also support the safety and social emotional well-being of our students through our efforts with SEL Top 20 Lessons and Olweus lessons. Our School Improvement Team meets monthly to review and make decisions regarding budget, calendar of events, instructional issues and campus questions and concerns. The expectation at Loma Verde is that our staff take on leadership roles by coordinating and coaching events such as science fair, UIL Academics, Destination Imagination, Math Bee, Robotics, Safety Patrol, etc. We are in our second year of implementing our Student Ambassador Program and National Elementary Honor Society. These functions provide extracurricular opportunities for our students to engage in challenging activities outside of the classroom.

School Processes & Programs Strengths

Loma Verde's tradition of excellence continues with recognition by the TEA as a 2017 6 Star Campus for achievement in math, reading, science, closing the performance gap and post-secondary readiness. We also were named a "2017 Texas Honor Roll School" by The Educational Results Partnership. Our students performed excellently in UIL Academic Competition, earning Loma Verde the 3rd place trophy for our division.

Our instructional program begins with our Leadership Team which is comprised of our Principal, Assistant Principal, SCEI Coach, Counselor, and librarian. Our Leadership Team meet on Mondays to go over the calendar, discuss concerns, and worked to find ways to improve instruction and student success. Every teacher gets a planning day each and every 9 weeks. These planning days are organized by grade level with the Special Education teacher in charge of that grade level participating in the planning sessions.

In an effort to improve student achievement, we have implemented two notable changes in our organization this year. First is the consistent and careful implementation of the RtI process to monitor and address the needs of struggling students who are either failing or have attendance or discipline issues. Preliminary data from state assessments indicates that we are serving the correct students in our intervention groups. Secondly, we have incorporated a PLC time into the schedule in order for teachers to have a 90 minute block every 2 weeks to meet with the grade levels, SCEI coach and administrators. This time allows us to provide information specific to the grade levels such as data talks and targeted TEKS.

Next year (2018) we plan to arrange our master calendar to allow for a 60 minutes weekly PLC for each grade level as recommended in our

PLC training provided by Solution Tree.

Our Title I program allows us to provide to our Campus/Faculty/Staff Professional Development, technology, and Supplies used to support learning at all grade levels and in all content areas, and 2 Temporary Instructional Aides.

Our Title I program also allows us to purchase needed supplies and instructional materials for our teachers in order to facilitate a more comprehensive and rigorous instructional program in all content areas

Our State Compensatory Education Program consists of a SCE-I Coach, full time and half time at-risk aides who provide support for teachers and At Risk students. We also fund a class size reduction teacher for 5th grade. SCE also pays for Intersession tutoring/interventions, Summer School, and Lexia after school lab.

Upgrading our technology is an important goal for our school. Using funds from Title 1 and Bilingual, we have, over the past 2 years, purchased 35 new computers so that every teacher has a new computer in the classroom. We've also purchased 5 Dell Interactive Projectors. We currently have 3 operational computer labs. It is our intent to continue to focus on improving our technology resources and instruction so that our students have the and skills they need to succeed in the digital world.

Our SIT (School Improvement Team) meets monthly and consists of administration, teachers, staff, parents, and community business members. Our SIT agenda is always aligned with the SISD 5 strategic directions to address safety, curriculum, staff development, and community involvement. SIT members may also bring concerns and suggestions from their grade level and departments.

This year we will be focusing on the implementation of campus wide Social and Emotional Learning program designed to give students the skills necessary to develop self-esteem and efficacy, while at the same time decreasing bullying and inappropriate behaviors in the classroom, cafeteria, playground, and on social media.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Integration of technology into instruction at Loma Verde is inconsistent due to the lack of confidence and experience of the teachers in technological practices. **Root Cause:** Teachers are not held accountable for providing evidence of implementation of technology in their classrooms. Instructional Technologist is not providing support in a way that is transferring to classroom and student use.

Perceptions

Perceptions Summary

Our Mission Statement reads, Loma Verde Elementary School community is committed to providing a challenging education to every child in a safe and nurturing environment. It is in that spirit that we incorporate campus initiatives such as Papa Bears, SEL (Social Emotional Learning) Top 20 Program, yearly Drug Free Red Ribbon Week and monthly Positive Character Traits lessons.

Loma Verde has strong business partners who contribute both goods and time to our campus on a regular basis. We have a Parent Liaison who works to involve parents in school activities and provides classes on current parenting topics and general life skills. We understand that family involvement is a proven positive factor in the success of students in school and are constantly looking for ways to build connections between home and school.

Perceptions Strengths

Our campus climate survey from 2017 showed positive perceptions from all stake holders. Our students, staff and parents overall expressed satisfaction with the quality of education and safety at our school.

Teachers and staff are assigned weekly duty before and after school and during lunches to ensure students are monitored and safe. Loma Verde is proud to have the services of our “Papa Bears” to help monitor our hallways, cafeteria and playground area as well as parking lot. We have experienced fewer injuries and discipline issues thanks to the assistance of our dedicated staff, Papa Bears and security officer during lunch time. We currently have 10 security cameras installed to help monitor the building and provide documentation when incidents do occur. We keep all of our staff informed of any concerns that need to be addressed. Students and teachers are trained and reminded to report visitors in the building without a visitor’s badge. All students and staff have been instructed not to open the side doors to anyone. All visitors must enter through the front and sign in. All IDs are checked before releasing students for early pull-outs.

Safety drills are conducted in accordance with SISD regulations. The SEL Top 20 Program continues to be implemented in all grade levels with fidelity. Our counselor has provided a suggestion box outside of his office and in the hallways to encourage students to report any incidents of bullying that occur if they wish to remain anonymous or wish to ask for a counseling session. Our counselor contacts parents to assure that they are aware of any incidents in which their child might be involved. He provides the names of outside agencies when further assistance is needed. Loma Verde offers multiple incentives to encourage students to attend school every day. Students and parents are reminded that absences can affect student achievement. Again, we offer recognition and incentives to teachers for perfect attendance every 9 weeks. We also offer popcorn parties when individual classroom reach 15 days of perfect attendance. We will continue to provide CHAMPS mentors to our students at-risk. We have seen an improvement in behavior and grades when students have a personal connection with a trusted adult on campus who is there to support and guide them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Sp.Ed. and General Ed. teachers continue to need to collaborate regarding strategies implemented by Sp.Ed. for ACCESS students and other Sp.Ed. students with behavior issues being served in the general education setting. **Root Cause:** Students are pulled out of general ed for their social lessons during ACCESS time, so general ed teachers are not included in the loop of information. This causes inconsistencies in behavior management from teacher to teacher and can trigger melt downs and tantrums.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

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

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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, Loma Verde will continue to implement a plan of action to ensure that 100% of our stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: 100% of students, staff and visitors will feel save at school and school events based on campus climate surveys, safety audits and documentation of safety drills.

Summative Evaluation 1:

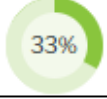
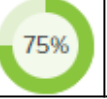
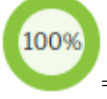
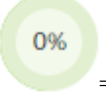

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Continue to implement Hall Pass procedures at front entrance to receive visitors to campus. Hold a fall and spring Papa Bear kickoff to grow the "Papa Bear" safety program to help monitor hallways, cafeteria, playground and parking lot.</p>	3.1, 3.2	Counselor, Family Engagement Liaison, Administration, Campus Clerks, Security Officer	All visitors wearing visitor badges and logged into Hall Pass. Papa Bear sign in logs, Papa Bears visible on campus. Comments from parents, students, staff. Papa Bear Reports of incidents. Climate Survey.			
Funding Sources: 211 - Title I, Part A - 400.00						
= 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: Implement Social Emotional Learning (SEL) Curriculum to reduce the number of bullying incidents to no more than 10 for the 2018-2019 year at Loma Verde.

Evaluation Data Source(s) 2: Lesson plans, walk through observations, number of discipline referrals.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>1) Implement Social Emotional Learning program in every grade level through the use of program materials, resources and surveys to teach tolerance, acceptance and respect.</p>		counselor, teachers, administrators	lesson plans, walkthroughs student surveys, reduce # of discipline referrals from 2016-2017 EOY discipline report			
<p>Funding Sources: 199 - General - 500.00, 211 - Title I, Part A - 500.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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

Performance Objective 1: By May 30, 2019, LOMA VERDE will conduct 3 events to promote college and career readiness, such as College Week, Career Week and a Parent information night regarding pathway choices for students moving on to middle school.

Evaluation Data Source(s) 1: Counselor log of events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Develop and implement a College and Career Ready Strategic Plan by evaluating programs in place to ensure that students' needs are met and goals are set.</p>		counselor, SCEI, administration, librarian, teachers	Leadership meeting minutes; better informed stakeholders; consistency			
<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 2: For the 2018-2019 school year, 100% of LOMA VERDE students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 2: 100% of LOMA VERDE students will be placed in appropriate learning environments based on RtI, 504 and ARD evaluations and recommendations.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Ensure that best practices for inclusion are employed using the Stetson Model to address the needs of our Sp Ed population.</p>	2.4, 2.5, 2.6	Sp Ed teachers, teachers, administration	walkthroughs, IEPs, lesson plans improved student performance on benchmarks, Mock tests, istation, BOY and MOY assessments			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase testing materials as well as instructional materials, supplies and technology (to include but not limited to Science, Math, Engineering, Art, Robotics and laptops) in order to identify and provide differentiated instruction for GT students.</p>	2.4, 2.5	GT coordinator, teachers	lesson plans, GT displays, observations, increased student performance in core subjects, benchmarks, MOCK STAAR, istation, grade level assessments STAAR, EOY assessments, increase number of G.T. identified students.			
Funding Sources: 199 - General: Gifted and Talented - 3150.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Provide opportunities for GT students to participate in activities such as, but not limited to: Team Quest, local educational field trips and other academically enriching activities</p>		Gt coordinator, teachers	Registration for competitions improved student performance in all areas Participation in competitions (Team Quest)			
Funding Sources: 199 - General: Gifted and Talented - 2300.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Purchase instructional and sensory materials to address the specific needs of students in Special Ed and/or ACCESS.</p>		Sp.Ed. Teachers, ACCESS Teacher	lesson plans, walkthroughs improved student performance/behavior, Benchmarks, end of unit tests, behavior plans, ARD documentation Benchmarks, STAAR			
Funding Sources: 199 - General Fund : Special Education - 6400.00						

5) Purchase supplemental materials for the classroom in order to more effectively deliver lessons and materials which will increase student engagement in whole group, small group and individual settings.		Sp.Ed. Teachers, Bilingual Teachers, Classroom Teachers	Improved learning environment as measured by walk through data documenting student engagement and participation in lessons.			
<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 3: For the 2018-2019 school year, LOMA VERDE will increase the number of students meeting state standards in Reading from 89.4% to 92% "approaches grade level"; 64.4% to 70% "meets grade level"; 33.6% to 40% "masters grade level when compared to the 2017-2018 STAAR Scores.

Evaluation Data Source(s) 3: Check Points, benchmarks, STAAR Scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Provide access and availability of hardcover as well as online books to teachers and students to augment the selection of books by purchasing books and the campus-wide license/subscription for Tumble books, Studies Weekly, Story Works.</p>		librarian, administration, SCEI	lesson plans, student response displays, student work Improved reading scores on benchmarks, end of unit tests and STAAR			
Funding Sources: 211 - Title I, Part A - 10000.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Integrate into and address Social Studies TEKS through Reading to improve achievement with expository text.</p>		administrators, SCIE Coaches	Lesson Plans improved scores in report cards/ common assessments, class schedules			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Purchase instructional technology hardware/software (including but not limited to Brainpop) to supplement, update, or replace current hardware/software utilized on campus for the purpose of accelerating student academic achievement.</p>		media specialist, administration, teachers	increase in number of students at grade level or above pre-assessments, istation, end of unit assessments EOY istation reports			
Funding Sources: 199 - General - 20000.00, 211 - Title I, Part A - 500.00						

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 4</p> <p>4) Purchase new computers, laptops, COWs, ipads, printers, mice, memory, projectors and other technological equipment such as bulbs that will enhance/support Tier 1 classroom instruction and district initiatives.</p>		media specialist, administration, teachers, SCEI Coach	increase in student and teacher use of technology cscope end of unit assessments, benchmarks Mastery of TEKS, STAAR			
	<p>Funding Sources: 211 - Title I, Part A - 25000.00, 199 - General Fund: Bilingual - 7000.00</p>					
<p>Critical Success Factors</p> <p>CSF 1 CSF 4 CSF 7</p> <p>5) Purchase the campus license for United Streaming to support teachers in accelerating student achievement and sparking students' curiosity in all subject areas.</p>		media specialist, administration, teachers, SCEI Coach	Students progress, end of unit tests, benchmarks, report cards, STAAR			
	<p>Funding Sources: 211 - Title I, Part A - 800.00</p>					
<p>Critical Success Factors</p> <p>CSF 1 CSF 4 CSF 5</p> <p>6) Provide tutoring in Math, Science, Reading and Writing during school, after school, intersession, Saturdays and Summer school.</p>		teachers, SCEI, library aide, at risk aide, TIAs	Tutoring lesson plans, tutoring attendance rosters and logs. Improved performance in core subject assessments, benchmarks, end of unit tests, MOCK STAAR STAAR			
	<p>Funding Sources: 199 - General Fund: SCE - 139540.73, 211 - Title I, Part A - 7000.00</p>					
<p>Critical Success Factors</p> <p>CSF 1 CSF 4 CSF 7</p> <p>7) Purchase research-based supplemental materials and online programs for class, tutoring, test preparation and/or Summer School for Math, Science, Reading and Writing for struggling students including but not limited to the following vendors: Curriculum Assoc., ETA, ECS: Staar Master, GF Educators:Step Up to the TEKS, Site License for Item Banks with People's Ed., MU-People's Ed.,Mentoring Minds, Education Galaxy, Lexia Learning, Empowering Writers, Great Source, Forde-Ferrier, Math warm-ups: Countdown to STAAR, Perfection Learning, AIMS, Brainpop, Education Galaxy, ACCELERATE LEARNING:STEMscopes, Scholastic-Core Clicks, Lakeshore, Storyworks, Really Great Reading, Studies Weekly, Johnny Can Spell, etc.</p>		administration, SCEI, teachers	lesson plans, tutoring plans, walkthroughs, observations improved student performance unit assessments, benchmarks, STAAR			
	<p>Funding Sources: 211 - Title I, Part A - 24000.00</p>					
<p> = Accomplished = No Progress = Discontinue</p>						

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

Performance Objective 4: For the 2018-2019 school year, LOMA VERDE will increase the number of students meeting state standards in Math from 93% to 96% "approaches grade level; 70.8% to 75% "meets grade level"; 42.2% to 45% "masters grade level" when compared to the 2017-2018 STAAR Scores.

Evaluation Data Source(s) 4: Check Points, benchmarks, STAAR Scores

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Assist students who are struggling in Math by providing small group instruction and interventions, as well as staff development for teachers on Math strategies, activities and rotations that support at-risk students</p>		SCEI coach, administration, teachers, TIA	walkthroughs, end of unit tests STAAR, T-TESS			
Funding Sources: 211 - Title I, Part A - 30000.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase supplemental materials to support math instruction such as Dyna Notes and math manipulatives.</p>		SCIE Coach, administration, teachers, TIA	Improve student achievement on math check points, benchmarks, STAAR scores.			
Funding Sources: 211 - Title I, Part A - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 5: For the 2018-2019 school year, LOMA VERDE will increase the number of students meeting state standards in Science from 95% to 97% "approaches grade level; 70.7% to 75% "meets grade level"; 34.3% to 40% "masters grade level" when compared to the 2017-2018 STAAR Scores.

Evaluation Data Source(s) 5: Check Points, benchmarks, STAAR Scores

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 1 CSF 4 1) Assist students who are struggling in Science by providing small group intervention as well as staff development for teachers on Science strategies, activities, science labs and rotations that will support at risk students.		SCEI coach, administration, teachers, Science TIA	walkthroughs, Science lab lesson plans, sign in sheets for trainings, student progress, end of unit test results, Benchmarks, STAAR, T-TESS			
	Funding Sources: 211 - Title I, Part A - 0.00					
Critical Success Factors CSF 1 CSF 4 2) Purchase supplemental science equipment and materials and software for students to conduct science experiments and other virtual learning and hands on activities.		Teachers, Science TIA, SCEI Coach, Administration	Improve student achievement on math check points, benchmarks, STAAR scores.			
	Funding Sources: 211 - Title I, Part A - 3000.00, 199 - General - 500.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 6: For the 2018-2019 school year, LOMA VERDE will increase the number of students meeting state standards in Writing from 89.4% to 93% "approaches grade level"; 66.4% to 70% "meets grade level"; 21.2% to 25% "masters grade level" when compared to the 2017-2018 STAAR Scores.

Evaluation Data Source(s) 6: Check Points, benchmarks, STAAR Scores

Summative Evaluation 6:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide instructional support and intervention for at-risk students through the use of an Intervention Coach and At risk Instructional Aide</p>		Teachers, SCEI Coach, Administration	Writing scores on STAAR will increase in all levels.			
Funding Sources: 199 - General Fund: SCE - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 7: By Spring 2019, 100% of Tier III Students will receive appropriate academic support and documented interventions and progress monitoring.

Evaluation Data Source(s) 7: 100% of Tier III students will have RtI in place.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Document interventions provided for all students performing below grade level by creating an RtI profile by the end of the 6th week of school and every 3 weeks thereafter until student is performing consistently on grade level		Administrators, teachers, SCEI, At risk instructional aides, counselor	lesson plans, intervention and progress monitoring logs, RtI meetings, number of students in tutoring			
 = 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, LOMA VERDE will increase the number of Special Education students meeting state standards in Reading from 70% to 80% "approaches grade level" when compared to the 2018-2019 STAAR Scores.

Evaluation Data Source(s) 8: Check Points, benchmarks, STAAR Scores, IEP Progress

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide instructional support and intervention for Sp.Ed. students by providing tutoring after school and on Saturdays with Sp.Ed. teachers.</p>		Sp.Ed. teachers, Administration	Improved performance on STAAR Reading for Sp.Ed. population.			
Funding Sources: 199 - General Fund: SCE - 0.00, 199 - General Fund : Special Education - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 9: For the 2018-2019 school year, LOMA VERDE will increase the number of English Language Learners meeting state standards in Reading from 70% to 85% "approaches grade level" when compared to 2017-2018 STAAR results.

Evaluation Data Source(s) 9: District Checkpoints, Benchmarks, STAAR scores.

Summative Evaluation 9:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) 1) Provide instructional support and intervention for at-risk students through the use of an Intervention Coach and Bilingual Instructional Aide and after school tutoring.</p>		Administration	Improved academic performance and STAAR Scores for ELL students.			
Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 5000.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 1: For the 2018-2019 school year, all teachers will demonstrate instructional effectiveness based on student achievement of at least one year's growth in reading and math.

Evaluation Data Source(s) 1: Assessment Data from iStation, District Benchmarks, District Milestones, STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Provide staff development based on Teacher Needs Survey and T-TESS observation data to ensure that teachers grow professionally.</p>		Administrators, SCEI Coach	T-TESS and classroom walkthroughs; increased student engagement and success in lessons			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

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

Performance Objective 2: Teachers will be provided one planning day each 9 weeks for teachers to come together to plan with their grade level team.

Evaluation Data Source(s) 2: 100% of teachers will participate in 9 weeks planning days.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) 2) Provide one planning day each 9 weeks for teachers to come together to plan vertically and horizontally.</p>		SCEI, administration, teachers	glance lesson plans, sign in sheets Improved student performance in end of unit assessments, informal tests, benchmarks, consistency in grade levels end of unit assessments, benchmarks, MOY and EOY assessments, STAAR			
Funding Sources: 199 - General - 6500.00						
= 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, 100% of teachers will be provided at least 3 professional development opportunities either on or off campus.

Evaluation Data Source(s) 3: 100% of teachers and staff who attend off campus professional development will present or share training with colleagues during faculty meetings or PLCs; as well as implement at least one new strategy into their instructional delivery.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide teachers and staff on campus and off-site professional development based on needs, interests and district initiatives to enhance student academic and social emotional growth. Purchase professional books and other resources to supplement the professional development sessions. After off campus professional development, staff expected to train fellow teachers/staff.</p>		Administration, Counselor, teachers, SCEI	trip requests, sign in sheets, Improved instructional practices as documented through T-TESS and walk throughs and assessment data.			
Funding Sources: 199 - General - 2000.00						
<p>2) AVID Strategy trainings will be provided to teachers by AVID Site Team to begin campus implementation in 3rd, 4th and 5th grades. New team of teachers will attend summer institute in 2018.</p>		Administration	trip requests, sign in sheets, Improved instructional practices as documented through T-TESS and walk throughs			
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, LOMA VERDE 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.

Evaluation Data Source(s) 4: 100% of Teachers will improve their proficiency ratings by at least one indicator based on T-TESS goals when compared to 2017-2018 T-TESS.

Summative Evaluation 4:



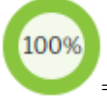


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide research-based professional development and materials in the following areas to include but not limited to: AVID Strategies, GT update, RtI training, Accessing intervention pieces on iStation, implementing IXL and Think through Math, Balanced Literacy, , Guided Reading, Guided Math, Lead4ward-designing assessments, Writer's Workshop, TEKS, Differentiated Instruction, Dyslexia, Inclusion-Autism, Vocabulary Development-ESL Second Language Acquisition, Technology Intergration, Daily 5, Word Walls, etc. Poetry, Shared Reading, Read Alouds</p>		SCEI, Librarian, Administration	SCEI coach training calendar, sign in sheets, agendas, walkthroughs teacher feedback, improved student performance walkthroughs, observations Increase Proficiency levels based on T-TESS			
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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: For the 2018-2019 school year, LOMA VERDE will communicate with 100% of parents and community through monthly newsletters, social media, email, website, marquee and Blackboard Connect.

Evaluation Data Source(s) 1: Copies of monthly newsletters and event calendars, logs of Blackboard Connect messages, campus website update log, campus climate survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Ensure that parents, community and businesses are aware of school functions, programs and activities by notifying them consistently throughout the school year through flyers, calendars, website, School Messenger, teacher letters, marquee messages and emails sent by administration, counselor, teachers, Parent Liaison and special programs.</p>		<p>teachers, SCEI, counselor, administration, librarian, GT, Special Ed</p>	<p>flyers, marquee, school messenger, etc. parents and community more aware and involved, EOY climate survey</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: By May 30, 2019, LOMA VERDE will increase the number of partnership activities with businesses, higher education institutions, and other outside agencies to at least 15 active partners to support student education.

Evaluation Data Source(s) 2: Loma Verde will have at least 15 Partners in Ed by May 2019

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Reach out to new businesses, higher education institutions, and other outside agencies to increase number of partnership activities to support student education.</p>		counselor	phone log, emails, letters , number of partners at EOY 2017. PIE donation log			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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

Performance Objective 1: For the 2018-2019 school year, 90% of all students in all subgroups at LOMA VERDE will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: 90% of students in all subgroups will meet standard on STAAR and District Milestones

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Provide opportunities for after school, intersession, Saturday camps and Summer school and in school tutoring for ELLs.	2.4, 2.5, 2.6	Bilingual teachers, BIL TIA, administration	walkthroughs, tutoring lesson plans, student sign in sheets improved student performance			
	Funding Sources: 199 - General Fund: Bilingual - 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: 100% of LOMA VERDE teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth as indicated by STAAR and District Milestones

Evaluation Data Source(s) 2: K-2 District Milestones and Benchmarks:

90% of students will be on grade level in math and reading

3rd-5th STAAR Scores:

Math 96% will meet "approaches grade level"








Reading 92% will meet "approaches grade level"

Science 97% will meet "approaches grade level"

Writing 92% will meet "approaches grade level"

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Purchase research-based materials (such as but not limited to Motivation: Reading Writing, Math and Science; STAAR Master, IXL license for Math and Reading; Johnny Can Spell, Forde Ferrier, Step Up to TEKS, STAAR Master, Countdown, Lone Star and STEMscopes) to provide differentiated instruction and intervention in the areas of Math, Reading, Writing and Science for at-risk, ELLs and Special Ed students.</p>		administration, SCEI, teachers	lesson plans, walkthroughs istation, DRA, benchmarks, teacher created assessments, Mock STAAR Improved performance in core subject areas			
Funding Sources: 211 - Title I, Part A - 0.00						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide opportunities for in-school tutoring with TIAs and at-risk aide.</p>	2.4, 2.5, 2.6	TIAs and At-Risk Aide	Contact logs, teacher lesson plans, on-line weekly logs improved performance and achievement in core subjects istation, DRA, benchmarks Student sign in sheets			
Funding Sources: 211 - Title I, Part A - 12035.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Purchase necessary instructional supplies, materials, software, computer and technological equipment including, but not limited to, projectors, replacement bulbs, IWB pens and memory to ensure that teachers are able to appropriately modify/enhance curriculum to meet all students' specific needs (including ELLs and SPED) and to ensure that computers are available for student use.</p>		<p>teachers, administration</p>	<p>lesson plans, IEPs, tutoring/ intervention lesson plans improved performance and achievement in core subjects Brigrance, istation, unit tests, benchmarks</p>			
<p>Funding Sources: 199 - General Fund: Bilingual - 1750.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students during intersession/Saturday School/Summer School.</p>	<p>2.4, 2.5, 2.6</p>	<p>teachers, Bilingual teachers, SCEI, administration</p>	<p>intersession tutoring lesson plans, walkthroughs improved student achievement and performance end of unit tests, benchmarks, Mock STAAR</p>			
<p>Funding Sources: 199 - General Fund: SCE - 7910.00, 199 - General Fund: Bilingual - 5000.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

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

Performance Objective 3: During the 2018-2019 school year, 100% of Special Education teachers will be provided at least 3 professional development opportunities either on or off campus and resources to support professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: 100% of teachers will attain T-TESS Proficient level or based on their professional growth goals. 100% of students will show growth from BOY to MOY based on iStation, benchmarks and STAAR. 100% of teachers and staff who attend off campus professional development will present or share training with colleagues during faculty meetings or PLCs; as well as implement at least one new strategy into their instructional delivery.

Summative Evaluation 3:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Provide professional development or funds for off-campus trainings to teachers and purchase instructional materials and equipment or software that will support differentiated instruction for Special Ed students.	2.4, 2.5, 2.6	Special Ed teachers, aides, administration	lesson plans, walkthroughs, sign in sheets improved performance in areas being served end of 9 week's assessments, teacher created assessments, iStation			
	Funding Sources: 199 - General Fund : Special Education - 1000.00					
= 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: By February 28, 2019, LOMA VERDE will host 2 family evening events designed to engage parents in the educational process in order to promote the academic and behavioral success of students.

Evaluation Data Source(s) 4: Sign in sheets and agendas from Math and Literacy nights.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Engage parents in the educational process to ensure the academic and behavioral success of students by providing the following: Parent workshops, STAAR information Night, Literacy-Library Night, Math Night (Nachos and Numbers), Art Showcase, GT Showcase and Parent/Teacher Conferences. Purchase refreshments and supplies to promote and conduct trainings.		teachers, librarian, SCEI, administration, Parent Liaison	parent sign in sheets Increased parental participation	 33%	 75%	
Funding Sources: 211 - Title I, Part A - 500.00						
 = 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: For the 2018-2019 school year, the attendance rate for all students at Loma Verde will improve to 97% from 96.31% in 2017-2018.

Evaluation Data Source(s) 5: Student attendance will be 97% for the 2018-2019 school year.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide attendance incentives and recognition to students and teachers for perfect attendance - every 10 days for each class with perfect attendance, every nine weeks for students and teachers, end of year trophies for students perfect attendance</p>		Teachers, Counselor, Administration	Announcements, Schedule of Ceremonies, Class popcorn party lists, Parent communication log to acknowledge improved attendance			
<p>2) Monitor attendance weekly and contact parents immediately when three consecutive absences occur or when student is nearing 90% attendance or below.</p>		PIEMS Clerk, Attendance Administrator, Counselor	Improved attendance through intervention with parents. Parents will be better informed about attendance requirements and work with the school to ensure students are in school everyday.			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	3	4	Purchase new computers, laptops, COWs, ipads, printers, mice, memory, projectors and other technological equipment such as bulbs that will enhance/support Tier 1 classroom instruction and district initiatives.
5	1	1	Provide opportunities for after school, intersession, Saturday camps and Summer school and in school tutoring for ELLs.
5	2	1	Purchase research-based materials (such as but not limited to Motivation: Reading Writing, Math and Science; STAAR Master, IXL license for Math and Reading; Johnny Can Spell, Forde Ferrier, Step Up to TEKS, STAAR Master, Countdown, Lone Star and STEMscopes) to provide differentiated instruction and intervention in the areas of Math, Reading, Writing and Science for at-risk, ELLs and Special Ed students.
5	4	1	Engage parents in the educational process to ensure the academic and behavioral success of students by providing the following: Parent workshops, STAAR information Night, Literacy-Library Night, Math Night (Nachos and Numbers), Art Showcase, GT Showcase and Parent/Teacher Conferences. Purchase refreshments and supplies to promote and conduct trainings.

State Compensatory

Budget for Loma Verde Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-121-30-39-000-6118	6118 Extra Duty Stipend - Locally Defined	\$7,910.00
	6100 Subtotal:	\$7,910.00

Personnel for Loma Verde Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cesar Ramirez	CSR Teacher	SCE	1
Erica Mendoza	At-Risk Instructional Aide	SCE	1
Laura Flores	Library Aide	SCE	.50
Meredith Rodriguez	SCEI Coach	SCE	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cristina Hernandez	Parent Liaison	Title 1	1
Raymond Barraza	TIA	Title I	1
Veronica Ramirez	TIA	Title I	1

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$500.00
2	3	3	Software	211-11-121-24-00-000-6299	\$20,000.00
2	5	2			\$500.00
3	2	1	Substitutes	199-11-121-11-00-000-6112	\$6,500.00
3	3	1		199-11-121-11-13-000-6112	\$2,000.00
Sub-Total					\$29,500.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	6	Salaries for SCEI and Aides and CSR Teacher (\$131,630.73); and extra duty pay for tutoring (\$7910)		\$139,540.73
2	6	1			\$0.00
2	8	1			\$0.00
5	2	4	Extra duty pay		\$7,910.00
Sub-Total					\$147,450.73
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4		199-11-121-63-99-000-6399	\$6,400.00
2	2	4	Teacher Travel	199-13-121-23-02-000-6411	\$0.00
2	8	1			\$0.00
5	3	1		199-13-121-23-02-000-6411	\$1,000.00
Sub-Total					\$7,400.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$400.00

1	2	1			\$500.00
2	3	1	Books and licenses	211-11-121-24-00-000-6329	\$10,000.00
2	3	3	Technology supplies		\$500.00
2	3	4		211-11-121-24-00-000-6395	\$25,000.00
2	3	5	211-11-121-24-00-000-6329		\$800.00
2	3	6		211-11-121-24-00-000-6118	\$7,000.00
2	3	7	supplemental instructional materials	211-11-121-24-00-000-6399	\$24,000.00
2	4	1	TIA Salaries		\$30,000.00
2	4	2	math instructional materials		\$0.00
2	5	1	Science TIA	211-11-121-24-00-000-6125	\$0.00
2	5	2			\$3,000.00
3	3	2			\$0.00
3	4	1			\$0.00
5	2	1	Refer to funding in goal 2		\$0.00
5	2	2		211-11-121-24-00-000-6125	\$12,035.00
5	4	1			\$500.00
Sub-Total					\$113,735.00
263 - Title III, Part A (Eng. Lang. Acq.)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	1			\$5,000.00
Sub-Total					\$5,000.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	4			\$7,000.00
5	1	1			\$0.00
5	2	3		199-11-121-25-99-000-6395	\$1,750.00
5	2	4	Extra duty pay		\$5,000.00
Sub-Total					\$13,750.00

199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	G.T. Funds	199-11-121-21-00-000-6339	\$3,150.00
2	2	3		199-36-121-21-00-000-6412	\$2,000.00
2	2	3		199-11-121-21-00-000-6494	\$300.00
Sub-Total					\$5,450.00
Grand Total					\$322,285.73