

Socorro Independent School District

Hurshel Antwine Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness



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

Mission Statement

Our mission is to create a safe, challenging and enriched learning environment where the faculty, staff, parents and community are committed to share in the responsibility of empowering students to reach their full potential academically and socially. Hurshel Antwine will provide a culture of learning that expects and delivers excellence.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hurshel Antwine is one of 49 campuses in Socorro Independent School District. Hurshel Antwine opened its doors in 2005 and serves predominantly middle class and military families. Antwine is located off of Montana and is adjacent to Ft Bliss Army Base. Hurshel Antwine has been a Prek-8 and K-5 campus. For the 2018-2019 school year, we will continue to be a PK-5 campus with approximately 1100 students and serve as the PreK Hub for Paso Del Norte and Ituarte schools. The information below provides a breakdown of students by ethnicity and race.

While we are largely a Hispanic community, we have an incredibly varied population enhanced by numerous military families in our area.

Student Demographics (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018)

	Count	Percent
Gender		
Female	533	48.99%
Male	555	51.01%
Ethnicity		
Hispanic-Latino	930	85.48%
Race		
American Indian - Alaskan Native	3	0.28%
Asian	10	0.92%
Black - African American	43	3.95%
Native Hawaiian - Pacific Islander	8	0.74%
White	74	6.80%
Two-or-More	20	1.84%

The information below provides additional insight into the makeup of students within the school. We currently offer some advanced learning opportunities for students (Robotics, Blue Bonnet book club, Literary Anthology) and some athletics as well (cheer squad, basketball, soccer and track). But we are still underserving the GT population with less than 2% identified. For 18-19 we will focus on students achieving masters level on STAAR. We will continue to serve dyslexia during this time and will focus the GT pullout program to better serve the students who are identified.

Student by Program (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018)

	Count	Percent
Bilingual	348	31.99%
English as a Second Language (ESL)	6	0.55%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	717	58.58%
Reduced Lunch Participation	152	12.42%
Other Economically Disadvantaged	6	0.49%
Gifted & Talented	23	1.88%
Special Education (SPED)	126	10.29%
Title 1 Participation	1,224	100.00%

Enrollment fluctuates daily as we overflow students out and receive overflow students. The district attempts to be accommodating, but families are frustrated with the situation, and it is difficult on the stability of the classrooms to have frequent turn around and new students to evaluate, remediate and document. Attendance has dropped significantly with the prek hub. These kids tend to be sick more often as first timers to school, but the problem is compounded as we have no recourse for parents of prek and kinder students if they have excessive absences. They do not qualify for Loss of Credit (LOC), cannot be dropped from the program and cannot be taken to court. In addition, the district removed the attendance officers who were instrumental in making home visits. The school offers numerous incentives to reward individuals, classes and grade levels for good attendance, but these are expensive and have not garnered great results because it's usually parents who decide if kids come to school (and parents aren't rewarded nor do we have many options for holding them accountable as was stated above).

Demographics Strengths

- Standard leveled funding for tutoring services for all students in need of academic support at all campuses
- Coordinated professional development for teachers in order to serve special populations to include weekly PLCs, collaboration with district Instructional Officers and self-selected professional development to meet TTESS goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall attendance of 95.87% (well below 2016-2017's attendance of 96.34%) is consistently below the district goal of 97% **Root Cause:** We are unable to hold Prekinder parents accountable for attendance.

Problem Statement 2: Our population is largely unstable with 292 new students enrolling after the start of the school year and 185 students withdrawing during the 2017-2018 school year. **Root Cause:** We serve as an overflow campus and have a large military connected population.

Problem Statement 3: Our GT population (1.88%) is below the average nationwide representation of 2% of the population. **Root Cause:** We focus much attention on interventions and not enrichment.

Student Academic Achievement

Student Academic Achievement Summary

Hurshel Antwine continues to push forward by offering a tailored and top notch education to all students which ensures students who need support receive it, and students who need to be enriched are offered rigorous academic choices.

We offer our students multiple opportunities to be successful. Those opportunities include extended day, week and year classes in the areas of mathematics, reading, science and writing at all grade levels. We offer ESL Academy to our pre-k kinder bilingual students during intersessions and summer. Students who are struggling or who do not master Unit Assessments participate in small group instruction provided by our TIAs, At-Risk Aide, Library Aide, other skilled personnel. Dyslexia services are provided by two campus personnel during times that proved to be the least intrusive to classroom instruction.

Both classroom and assessment data are disaggregated in order to determine specific student needs and target low SEs which are addressed during intervention times.

A comprehensive Rtl process is in place for struggling students identified as Tier III via Istation or TCM results or for students who were not meeting classroom grade expectations. Progress Monitoring was used to monitor interventions put in place for Rtl students. Students who did not respond positively to the prescribed interventions were often referred for special education testing (FIE). Roughly 3/4 of the students recommended for testing qualified.

All students identified as special populations (ELL, Special Education, GT) were provided with the appropriate placement/interventions. Hurshel Antwine provides a variety of support for special education students including support facilitation, co-teaching, specialized support (resource) and support facilitation. GT identified students are provided time to work with students in both homogeneous and heterogeneous settings. ELL students are taken to the LPAC Committee to determine eligibility for the program and to gather required paperwork. Students whose parents accept services are placed in classrooms with bilingually certified staff. Those whose parents deny services are placed in monolingual classrooms. All are monitored after each 9 weeks grading period. GT testing is done twice per year, once each semester and parents/staff are informed of the nomination process and deadlines. A GT screener for all second graders started in 17-18 and will likely continue for 18-19. This will support our goal of reaching 2% GT identified students.

Classroom teachers provide common assessments to their students in the form of Unit Assessments from The TEKS Resource System. They also provide their own assessments/diagnostics in order to identify student needs and intervention strategies.

Hurshel Antwine students improved overall on STAAR reading and math. Third grade reading results showed Approaches/Meets Grade Level at 82% and Masters Grade Level results are 29%. Third grade math results showed Approaches/Meets Grade Level 85% and Masters Grade Level results are 24%. Fourth grade improved in reading and writing in 2018. Fourth grade reading results showed Approaches/Meets at 75% and Masters Grade Level results are 19%. Fourth grade math results showed Approaches/Meets Grade Level at 76% and Masters Grade Level results are 20%. Fourth grade writing results showed Approaches/Meets Grade Level at 68% and Masters Grade Level results are 6%. Fifth

Grade reading results showed Approaches/Meets Grade Level at 84% and Masters Grade Level results are 25%. Fifth Grade math results showed Approaches/Meets Grade Level at 91% and Masters Grade Level results are 33%. Fifth grade science results showed a small increase with Approaches/Meets Grade Level at 8% and Masters Grade Level results are 16%.

We showed growth in many areas of data for our Limited English Proficient students with respect to the STAAR. 2017 TELPAS results show that the Average Composite Scores were the following as we wait for the 2018 TELPAS results to be released in August 2018:

*Kinder =Comprehension, 2.4; Overall, 2.0

*1st Grade = Comprehension, 3.0;

Overall, 2.9

78% of

students progressed at least one proficiency level

*2nd Grade = Comprehension, 3.0; Overall, 2.7;

36% of students progressed at least one proficiency level

*3rd Grade = Comprehension, 2.5; Overall, 2.2;

32% of students progressed at least one proficiency level

*4th Grade = Comprehension, 3.2; Overall, 2.9;

29% of students progressed at least one proficiency level

*5th Grade = Comprehension, 3.1; Overall, 2.9;

40% of students progressed at least one proficiency level

In order to ensure our students are ready for 21st century learning, technology continues to be updated in many classrooms with new interactive projectors and computers. We are adding more technology to identified grade levels so that all classes with the most current technology available. Each classroom has two or three Ipads and student computers to support learning. Technology is also supported during library time. Students are provided instruction regarding the campus web site and how to locate online and library resources, Students are provided instruction using District provided resources such as TexQuest, Britannica, and Library Solutions and how to integrate them in the classroom. Each student has access to Tumble Books and Book Flix which are on-line e-book database to enhance reading and learning.

During each Intersession, Hurshel Antwine hosted a three day Robotics camp. Through the camp, the students explored STEM learning experiences through designing, creating, and controlling LEGO Mindstorm EV3 Robots. Students worked as scientists and engineers to problem solve, communicate, and work as a team. We will continue to hold the camps in the 2018-2019 school year to meet the needs of varying levels of robotics ability and will compete in the district ROBOCOM event.

Student Academic Achievement Strengths

- Hurshel Antwine continues to show steady growth on district and state assessments through systematic identification of and interventions for tier 3 students.
- Despite large mobility rate due to be high military and an overflow campus, teachers at Hurshel Antiwne are able to identify gaps and ensure those gaps close significantly under their care.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The gap between Antwine and district's EOY TCM is 4% for kinder, 1st and 2nd grade. **Root Cause:** 12 of the 20 teachers in those grade levels are below Antwine and district average for EOY TCM.

Problem Statement 2: Students and teachers don't have sufficient access to updated technology with at least 24 student computers unusable according to EOY technology survey. **Root Cause:** There had not been a technology "refresh" for more than 5 years.

Problem Statement 3: 4th grade data shows less than 50% of students meeting/exceeding progress in both math and reading. **Root Cause:** Focus has been on "passing" but not progressing.

Problem Statement 4: 4th grade writing shows only 7% masters. **Root Cause:** Teachers are focusing on "passing" but not achieving at higher levels.

Problem Statement 5: SPED and LEP subpopulations in 3rd grade showed sharp decreases in reading and math overall achievement. **Root Cause:** One teacher performed far below school and district.

Problem Statement 6: Student performance on STAAR writing is 10 percentage points lower than "All Students" performance on other STAAR tests. **Root Cause:** There was a lack of follow through with team support and quality control for 4th grade.

Problem Statement 7: Hurshel Antwine is flagged for additional targeted support based on our "white" population. **Root Cause:** Our instructional leaders and teachers did not monitor this subpopulation closely enough.

Problem Statement 8: Hurshel Antwine earned a 3 on PBMAS indicators #1 and #4 in writing for bilingual education **Root Cause:** Campus instructional leaders and teachers did not have a system to track the progress of struggling bilingual education students and the effectiveness of these intervention strategies.

Problem Statement 9: Hurshel Antwine received a 3 on PBMAS indicator #1 in writing for SPED **Root Cause:** Campus instructional leaders and teachers did not have a system to track the progress of struggling SPED students and the effectiveness of these intervention strategies.

School Processes & Programs

School Processes & Programs Summary

Hurshel Antwine continues to hire not only highly qualified staff, but highly effective staff. Teachers are supported with professional development, HONKS for best practices, and opportunities for growth to ensure the best education for our students. Team building and a sense of family are paramount, and teachers and students are happy to be on board.\

All vacant positions are filled in accordance with district policy and law. Interview questions are created, an interview committee convened, and reference checks performed. 100% of vacancies that are filled are done so with a teacher/staff member who is deemed highly qualified by TEA standards. Records of all teacher certifications are kept in the principal's office so that any changes in staff placement may be verified against certifications in order to ensure compliance.

A strong teacher support system continues to add what teachers need to feel supported in the difficult job they do. Weekly Professional Learning Communities (PLCs) bring teachers together to share information about data disaggregation, RTI, lesson planning and various professional development topics. For 18-19, we will expect teachers to come prepared having analyzed data and prepared solutions for improvement to better utilize the short time we have for PLCs. There is a need to form curriculum teams to ensure adequate preparation for the next grade level. There seems to be a larger gap in expectations between 2nd and 3rd grade than between any other two grade levels. Tests for the lower grades tend to be subjective with the teacher making a determination regarding the quality of an answer differently than another teacher might. This affects the quality of the data used for planning and creating SMART goals. For the 18-19 school year, there will be a consistent data folder the students will all use to track their own data and set goals. This had only been implemented by some teachers and each was using their own system.

Teachers are encouraged to continue their growth through TTESS goal setting and are offered support to attain or grow towards completion. Many teachers opt for self-study or actively seek professional development of their choosing to improve their craft.

Also starting in 17-18 are Wonder Academies that will serve to enrich students who do not need interventions for the current SE being taught. These academies will be fluid and changing as students need support. Students who are on level for a particular SE will have the option to attend classes such as journalism, recycling, creative writing, robotics, book club, and GT among others. Teachers will play an integral part in serving as interventionists and enrichment providers.

School Processes & Programs Strengths

Hurshel Antwine strives to offer opportunities students and families may not otherwise have access to. Some offerings include:

- Bilingual Education
- Interventions (Tutoring , RTI, Superschool, etc.)
- 90 minute math block
- 90 minute reading block
- Social emotional health and leadership opportunities
- Technology for all students
- Robotics
- UIL
- Math Bee
- AVID

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Data from one class to another within each grade level sometimes varies widely. **Root Cause:** There has not been an aligned set of common best practices and resources.

Problem Statement 2: Students do not consistently track their own goals and progress. **Root Cause:** There has not been a consistent system for student data tracking.

Problem Statement 3: PLCs have only covered surface issues. **Root Cause:** Teachers are accustomed to having data prepared and interpreted for them.

Perceptions

Perceptions Summary

Hurshel Antwine is a fun and welcoming campus with happy students and staff. We continue to work on making the school a safe and secure environment for all our stakeholders. Customer service practices are continually refined, and making the school a place where kids and staff enjoy coming to school is a top priority. We understand that the school is only as good as its community support. The Parent Climate Survey showed an increase in overall satisfaction from a 3.34 in 2015 to 3.53 in 2017. The next Climate Survey will be completed in spring 2019.

Our campus follows strict safety precautions to ensure the safety of all. All visitors report to the front entrance and must present a valid ID, which is checked electronically by Hall Pass, prior to being allowed access to the building. We have a total of thirteen video cameras that are set up throughout the building to monitor various areas. The footage from the cameras is accessible to campus and district safety personnel should a need arise. Additionally, campus staff are scheduled for weekly duty in locations designated by administration as hot spots. Campus administration, counselors and staff assist with morning and after school monitoring as well as cafeteria monitoring during lunch. Staff are trained to respond promptly should the need arise. Our security guard is also highly alert and proactive in addressing potential safety issues.

The campus has a safety committee that meets monthly to share successes and discuss any concerns. The committee discusses and makes recommendations to help keep our campus safe and secure.

Additionally, Hurshel Antwine Elementary will continue to train and implement PBIS or Positive Behavior Interventions and Supports system. PBIS is designed to promote and support appropriate behaviors for all students on campus. Campus committee have met throughout the 17-18 school year to fine tune the program and will move to a more comprehensive level for 18-19.

Our community is always encouraged to report bullying or other concerns to the campus or through the district website. These matters are addressed immediately. Our campus counselors assist administrators with interventions/mediations as needed when bullying incidents arise. 100% of bullying cases are investigated and proper action is taken when necessary.

Watch D.O.G.S continues with a core of dads who help recruit others to come in and act as another set of eyes and ears to ensure safety on our campus. We will continue to encourage male role models to join to increase the number of caring male adults available to serve the students in a variety of school activities. The objective of this program is to get dads involved in spending more time at the school assisting with visibility and monitoring of campus activities such as recess, PE, student drop-off and pick-up, etc. A new Top Dog recently stepped up and is continuously recruiting for the program whose numbers tend to be fairly low.

We also have wonderful parent volunteers and military Partners in Education who take the time away from their busy schedules to serve our students. These many volunteers prove to be critical in assisting with keeping order while our 1000+ students rotate in and out of classes. This also allows students to see their parent or family member be involved in the school, thereby reinforcing the home-school connection. We have a strong volunteer coordinator who is recruiting for the program, however there is always a need for more volunteers.

Hurshel Antwine's comprehensive guidance and counseling program is focused on providing a safe and nurturing school climate in which students feel safe and supported. We have implemented district wide initiatives such as Tacky Box, social emotional well being and awareness, Red Ribbon Week, Career Day, and Middle School transitioning activities. All faculty and staff are trained by both counselors on Child Abuse, Suicide Protocols, Senate Bill 460-Mental Health, and district crisis plan which provides the means for children to express their emotional concerns and feel safe in the school environment. To ensure the safety of our community, teachers and staff members are trained on school safety protocols. Counselors assist with the implementation fire drills, lock down procedures, severe weather drills, reverse evacuations, and responded to the district protocol when needed at other campuses. The counseling team aligns their curriculum to the ASCA National model and PBIS. These programs provide students with strategies to assist them in coping with difficult situations and strategies to employ in response to stressful situations.

The district Code of Conduct is used when addressing all student disciplinary issues. Disciplinary action is applied across all grade levels and with all students in a fair and equitable manner, ensuring that each case is looked at individually. Communication with parents as partners in ensuring the safety of our students is paramount.

Student pick-up procedures are consistently being monitored and improved upon to assist with alleviating after-school traffic congestion and safety concerns. All members of the leadership team are on hand to assist with the process as they are placed in strategic locations upon dismissal (bus area, pick-up line, entry and exit gates, crosswalks, etc.). A district security officer is on duty daily to assist with campus needs and show security presence on the campus.

Teachers have a Safety Folder where all procedures and resources that may be needed during a time of crisis will be available to anyone the classroom. A safety bag and folder is in each room where students and staff have access. A schedule for safety drills will continue to be implemented to ensure monthly reminders of the importance of safety. This will allow us to test our drills and provide feedback in a timely manner to all stakeholders.

Antwine will continue with a Safety Patrol program this year with 4th and 5th grade students assigned to specific morning duty areas. These students are recommended by teachers and will interview for the position. The purpose of the Safety Patrol is two fold: to assist teachers and staff during morning duty to monitor students on the playground and campus areas; and to promote team work, unity, and life skills. Student expectations have been established to include maintain passing grades, be on time and be a faithful participant.

Some of the opportunities for the community to get involved include a Mother/Son Dinner and Dance and Father/Daughter Dinner and Dance which are a great success. We host a Fall Festival, Math and Science Night, Reading Night, and Talent Show which are always heavily attended. We hosted a Million Father March wherein over 100 dads joined us to walk their child to school. We also offered Santa Photos and provided a pantry for families in need. All of these are offered to get involved as a participant, but of course there is always a need for volunteers to be involved in organizing and implementing the events.

Every month each grade level has a Terrific Kids ceremony that parents are invited to attend. Each student is also recognized at our End of the year Awards. Awards include a Principal's Award with a trophy, Perfect & Faithful Attendance with a trophy or medal (respectively), trophy or medal for A & A/B Honor Roll, and certificates for Citizenship, Most Improved and for each academic subject. 5th grade was offered Sundaes at Sunset with their family as the closing of their year (the opening being Donuts at Dawn) which will be the beginning of a new tradition at Antwine.

We open the campus for parents to join their children at events like Kite Day/Chalk the Block, Grandparents Day Celebration, Veteran's Day, World Read Aloud Day, Christmas Specials, and Fall Festival. We have had students perform in our Talent Show as well as other opportunities for students to show off their talents outside the classroom. These successful events will continue as long as the community shows an interest in them.

Hurshel Antwine's Family Engagement Liaison has created long lasting partnerships with local community organizations. Peter Piper Pizza and Burger King provided student and teacher incentives which encouraged students to achieve high standards and in attendance. Boss CHicken has also supported our school with incentives. Participation with the local non-profit organization Operation School Bell Supported 26 of our students with school uniforms and back packs.

We have had Peter Piper Pizza, Burger King and Boss Chicken Nights and provided students with company incentives. Parents were invited to participate in our Student Led Conferences and Book Fairs as well as to volunteer on our campus during critical times such as lunch/recess as extra eyes to monitor students and/or to provide physical activities for students during recess.

In addition, detailed monthly parent newsletters are sent home keeping families abreast of events and important information. The Blackboard Connect system is used frequently in order to remind parents of important campus events and deadlines. The faculty and staff has also taken to Twitter to highlight and showcase the positive happenings on the campus. Information for parents is also sent through Twitter as another avenue to communicate. We also have a parent representative on the SIT (School Improvement Team).

Perceptions Strengths

The District Climate Survey results show growth in all three stakeholder categories (Students, Parents and Staff) from 2015 to 2017. We are a true community who have come together for a common purpose: to do great things for kids. We are confident that the Climate Survey in spring 2019 will be just as positive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Community partnerships have not increased in relationship to the number of partners in the district. **Root Cause:** Our Family Engagement Liaison was new to position and was creating new contacts.

Problem Statement 2: An adequate amount of volunteer support is not present. **Root Cause:** Volunteer leadership has not focused on recruitment.

Problem Statement 3: Watch DOGS participation is sparse. **Root Cause:** Recruitment has not been a priority.

Priority Problem Statements

Problem Statement 1: Hurshel Antwine is flagged for additional targeted support based on our "white" population.

Root Cause 1: Our instructional leaders and teachers did not monitor this subpopulation closely enough.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Hurshel Antwine earned a 3 on PBMAS indicators #1 and #4 in writing for bilingual education

Root Cause 2: Campus instructional leaders and teachers did not have a system to track the progress of struggling bilingual education students and the effectiveness of these intervention strategies.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Hurshel Antwine received a 3 on PBMAS indicator #1 in writing for SPED

Root Cause 3: Campus instructional leaders and teachers did not have a system to track the progress of struggling SPED students and the effectiveness of these intervention strategies.

Problem Statement 3 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

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, Hurshel Antwine will increase the overall climate survey rating by a minimum of .25 points ensuring stakeholders feel physically and emotionally safe at school and school related events.

Evaluation Data Source(s) 1: Our overall climate survey rating will average a 3.5.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Transition year--new staff coming in will assess needs

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Watch D.O.G.S. will continue encouraging our Cougar dads and male family members to become more involved in the school community thereby increasing male presence on our campus.</p>	2.4, 3.2	Cougar dads, Family Engagement Liaison, administration	Stakeholder perception data Community Involvement Sign Ins			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) The PBIS committee will meet monthly to discuss campus needs. Expectation posters will be posted around the campus to increase positive behaviors. More emphasis will be given on problem solving skills and opportunity to be kind to others.</p>	2.4, 2.6	PBIS, teachers, administration, counselors	Student perception data Staff perception data Discipline data PBIS activity logs			
Funding Sources: 211 - Title I, Part A - 9200.00						

<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) The Family Engagement Liaison will provide information to parents at parent meetings, parent classes, etc. on the topics of bullying prevention, reporting, sexting, etc.</p>	2.4, 2.6, 3.1, 3.2	Family Engagement Liaison	Stakeholder perception surveys Sign in sheets for classes/conferences Home visit documentation and results			
	<p>Funding Sources: 211 - Title I, Part A - 300.00</p>					
<p>Critical Success Factors CSF 4 CSF 6</p> <p>4) Implement Phase 3 of the Positive Behavior Interventions and Supports (PBIS) program campus-wide with the addition of a Cougar Awards shop. Continue with a PBIS Committee to ensure implementation of components is addressed through PBIS Committee to teachers and staff.</p>	2.4, 2.6	Campus Administration, PBIS Committee, Counselors	Student perception data Staff perception data Discipline data PBIS activity logs			
	<p>Funding Sources: 199 - General - 0.00</p>					
<p> = Accomplished = No Progress = Discontinue </p>						

Goal 2: 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, Hurshel Antwine will increase the level of instructional rigor across the core content areas as can be indicated by an improvement in district ranking and student state assessment scores by increasing Reading approaches from 78% to 83%

Evaluation Data Source(s) 1: Comparison of 2017-2018 to 2018-2019 STAAR scores indicating a 5% increase in students approaching grade level Reading.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

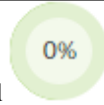
Next Year's Recommendation 1: Transition year--new staff coming in will need to do needs assessment of new students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Create short and long term grade-level SMART goals as it pertains to student academic achievement for continual monitoring</p>	2.4, 2.6	Teachers, SCE Interventionists, Campus Administration	meeting SMART goals as indicated by district benchmarks, Istation, TCM, and STAAR results			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will collaborate weekly to analyze data, plan rigorous lessons, and horizontally/vertically align instruction.</p>	2.4, 2.6	Campus Administration, SCE Interventionists	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Increase implementation of best practices such as Kagan, Marcia Tate, SIOP, Fundamental Five, balanced literacy, differentiated lessons, and effective co-teaching to enhance student engagement</p>	2.4, 2.6	Teachers, SCE Interventionists, Campus Administration	increase in implementation of instructional best practices as indicated in walkthroughs			
Funding Sources: 199 - General - 0.00						

<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Purchase instructional resources and bilingual resources including, but not limited to, Scholastic, Mentoring Minds, Lone Star, ECS, Kamico, Curriculum Associates, Lexia, Follett, Studies Weekly, and Perfection Learning, as well as, supplemental technology to include incentives and awards for outstanding achievement.</p>	2.4, 2.6	Campus Administration, Campus Secretary	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
	<p>Funding Sources: 211 - Title I, Part A - 53000.00, 199 - General - 21500.00, 199 - General Fund: SCE - 3445.00</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Employ two SCE Interventionist coaches to support teachers with instructional planning, data disaggregation, classroom lessons, and student interventions</p>	2.4, 2.5, 2.6	Campus Administration, State and Federal Programs Department	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
	<p>Funding Sources: 199 - General Fund: SCE - 0.00</p>					
<p>Critical Success Factors CSF 1</p> <p>6) Employ 1 Early Childhood Interventionist Coach to support Early Childhood teachers with instructional planning, data disaggregation, classroom lessons, and student interventions</p>	2.4, 2.5, 2.6	Campus Administration	increase in student achievement as indicated by district milestones Istation reports, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
	<p>Funding Sources: 199 - General Fund: SCE - 0.00</p>					
<p>Critical Success Factors CSF 1</p> <p>7) Employ 1 Temporary Instructional Aide to support instruction and student interventions</p>	2.4, 2.5, 2.6	Campus Administration	2017 System Safeguard Status Report			
	<p>Funding Sources: 211 - Title I, Part A - 17000.00</p>					
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Employ 1 full-time At-Risk Aide to work with identified at-risk students in the areas of math and reading</p>	2.4, 2.5, 2.6	Campus Secretary, Campus Administration	decrease of 3% points, from 57% (2014-2015 TAPR) to 54%, in the number of students identified at-risk on the Texas Academic Performance Report			
	<p>Funding Sources: 199 - General Fund: SCE - 18000.00</p>					
<p>Critical Success Factors CSF 1 CSF 2</p> <p>9) Employ a Library Aide who will spend 3.75 hours a day working with at-risk students in the areas of math and reading</p>	2.4, 2.5, 2.6	Campus Administration, Campus Secretary				
	<p>Funding Sources: 199 - General Fund: SCE - 9000.00</p>					
<p>Critical Success Factors CSF 1 CSF 4</p> <p>10) Provide students coded At-risk for reading and language arts with Lexia interventions.</p>	2.4, 2.5, 2.6	Teachers, SCE Interventionists	increase in student achievement as indicated by district milestones Istation reports, and student grades;			



= Accomplished



= No Progress



= Discontinue

Goal 2: 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, Hurshel Antwine will increase the level of instructional rigor across the core content areas as can be indicated by an improvement in district ranking and student state assessment scores by increasing approaches in Math from 83% to 88%.

Evaluation Data Source(s) 2: Comparison of 2017-2018 to 2018-2019 STAAR scores indicating a 5% increase in Math.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Transition year--new staff coming in will need to do needs assessment of new students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Create short and long term grade-level SMART goals as it pertains to student academic achievement for continual monitoring	2.4, 2.6	Teachers, SCE Interventionists, Campus Administration	meeting SMART goals as indicated by district benchmarks, Istation, TCM, and STAAR results			
2) Teachers will collaborate weekly to analyze data, plan rigorous lessons, and horizontally/vertically align instruction.	2.4, 2.6	Campus Administration, SCE Interventionists	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
3) Increase implementation of best practices such as Kagan, Marcia Tate, SIOP, Fundamental Five, balanced literacy, differentiated lessons, and effective co-teaching to enhance student engagement	2.4, 2.6	Teachers, SCE Interventionists, Campus Administration	increase in implementation of instructional best practices as indicated in walkthroughs			
4) Purchase instructional resources and bilingual resources including, but not limited to, Studies Weekly, Scholastic, IXL, Mentoring Minds, Lone Star, ECS, Kamico, Curriculum Assoc. Follett and Perfection Learning, and Starfall as well as, supplemental technology and materials to include incentives and awards for outstanding achievement.	2.4, 2.6	Campus Administration, Campus Secretary	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
	Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: SCE - 750.00					
5) Employ two SCE Interventionist coaches to support teachers with instructional planning, data disaggregation, classroom lessons, and student interventions	2.4, 2.5, 2.6	Campus Administration, State and Federal Programs Department	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			

6) Employ 1 Early Childhood Interventionist Coach to support Early Childhood teachers with instructional planning, data disaggregation, classroom lessons, and student interventions	2.4, 2.5, 2.6	Campus Administration	increase in student achievement as indicated by district milestones Istation reports, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
7) Employ 1 Temporary Instructional Aide to support instruction and student interventions	2.4, 2.5, 2.6	Campus Administration	2017 System Safeguard Status Report			
8) Employ 1 full-time At-Risk Aide to work with identified at-risk students in the areas of math and reading	2.4, 2.5, 2.6	Campus Secretary, Campus Administration	decrease of 3% points, from 57% (2014-2015 TAPR) to 54%, in the number of students identified at-risk on the Texas Academic Performance Report			
9) Employ a Library Aide who will spend 3.75 hours a day working with at-risk students in the areas of math and reading	2.4, 2.5, 2.6	Campus Administration, Campus Secretary				
10) Provide students coded At-risk for math with small group interventions using programs such as iStation math, Education Galaxy, and Lone Star.	2.4, 2.5, 2.6	Teachers, SCE Interventionists	increase in student achievement as indicated by district milestones Istation reports, and student grades;			
= Accomplished = No Progress = Discontinue						

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










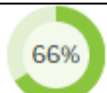
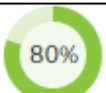
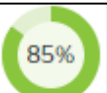



Performance Objective 3: For the 2018-2019 school year, Hurshel Antwine will increase the level of instructional rigor across the core content areas as can be indicated by an improvement in district ranking and student state assessment scores by increasing Writing from 66% to 76%.

Evaluation Data Source(s) 3: Comparison of 2017-2018 to 2018-2019 STAAR scores indicating a 10% increase in writing.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Transition year--new staff coming in will need to do needs assessment of new students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Create short and long term grade-level SMART goals as it pertains to student academic achievement for continual monitoring	2.4, 2.6	Teachers, SCE Interventionists, Campus Administration	meeting SMART goals as indicated by district benchmarks, Istation, TCM, and STAAR results			
2) Teachers will collaborate weekly to analyze data, plan rigorous lessons, and horizontally/vertically align instruction.	2.4, 2.6	Campus Administration, SCE Interventionists	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
3) Increase implementation of best practices such as Kagan, Marcia Tate, SIOP, Fundamental Five, balanced literacy, differentiated lessons, and effective co-teaching to enhance student engagement	2.4, 2.6	Teachers, SCE Interventionists, Campus Administration	increase in implementation of instructional best practices as indicated in walkthroughs			
4) Purchase instructional resources and bilingual resources including, but not limited to, Write from the Beginning, Scholastic, Mentoring Minds, Lone Star, ECS, Kamico, Curriculum Assoc. Follett and Perfection Learning, as well as, supplemental technology to include incentives and awards for outstanding achievement.	2.4, 2.6	Campus Administration, Campus Secretary	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
5) Employ two SCE Interventionist coaches to support teachers with instructional planning, data disaggregation, classroom lessons, and student interventions	2.4, 2.5, 2.6	Campus Administration, State and Federal Programs Department	increase in student achievement as indicated by STAAR scores, district benchmarks, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			
6) Employ 1 Early Childhood Interventionist Coach to support Early Childhood teachers with instructional planning, data disaggregation, classroom lessons, and student interventions	2.4, 2.5, 2.6	Campus Administration	increase in student achievement as indicated by district milestones Istation reports, and student grades; increase in implementation of instructional best practices as indicated in walkthroughs			

7) Employ 1 Temporary Instructional Aide to support instruction and student interventions	2.4, 2.5, 2.6	Campus Administration	2017 System Safeguard Status Report			
8) Employ 1 full-time At-Risk Aide to work with identified at-risk students in the areas of math and reading	2.4, 2.5, 2.6	Campus Secretary, Campus Administration	decrease of 3% points, from 57% (2014-2015 TAPR) to 54%, in the number of students identified at-risk on the Texas Academic Performance Report			
9) Employ a Library Aide who will spend 3.75 hours a day working with at-risk students in the areas of math and reading	2.4, 2.5, 2.6	Campus Administration, Campus Secretary				
10) Provide students coded At-risk for reading and language arts with Lexia interventions.	2.4, 2.5, 2.6	Teachers, SCE Interventionists	increase in student achievement as indicated by district milestones Istation reports, and student grades;			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: 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, English Learners will achieve a level 2 or better on indicators #1 and #4 in writing to align to the district and state on the PBMAS report.

Evaluation Data Source(s) 4: 2019 PBMAS report will show a level 2 or better in these indicators for bilingual education writing.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Transition year--new staff coming in will need to do needs assessment of new students

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) Employ 2 SCE Interventionist coaches to tutor special education and ELL students during the school day and during extended school opportunities</p>	2.4, 2.5, 2.6	Campus Administration, SCE Interventionist Coaches	2017 System Safeguard Status Report			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Provide ELL learners with supplemental instructional resources including, but not limited to, laptops, tablets, e-dictionaries and language acquisition resources to accelerate academic achievement and close the 17% point gap with the All Students group</p>	2.4, 2.5, 2.6	Campus Administration, Campus Secretary	decrease in the 17% difference (2016-2017 TAPR) between ELL and All Students as indicated on the Texas Academic Performance Report under STAAR Percent at Phase-in Satisfactory Standard for All Subjects			
Problem Statements: Student Academic Achievement 8						
Funding Sources: 199 - General Fund: Bilingual - 10425.00, 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 0.00						
<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide professional development for teachers on the PBMAS data system and allow planning time to address indicators at a level 3 (1-v: Bilingual Writing, 4-v: LEP Year-After Exit Writing).</p>	2.4, 2.5, 2.6	SCEIs, Administration	Improve from a level 3 to a level 2 or better in writing on bilingual PBMAS indicators #1 and #4.			
Problem Statements: Student Academic Achievement 8						
= Accomplished = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 8: Hurshel Antwine earned a 3 on PBMAS indicators #1 and #4 in writing for bilingual education **Root Cause 8:** Campus instructional leaders and teachers did not have a system to track the progress of struggling bilingual education students and the effectiveness of these intervention strategies.

Goal 2: 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, students receiving special education services will achieve a level 2 or better on all Performance-Based Monitoring Analysis System indicators in the area of special education.

Evaluation Data Source(s) 5: The 2019 PBMAS report will show a level 2 or better for all special education indicators at Hurshel Antwine.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Transition year--new staff coming in will need to do needs assessment of new students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Employ 2 SCE Interventionist coaches to tutor special education and ELL students during the school day and during extended school opportunities	2.4, 2.5, 2.6	Campus Administration, SCE Interventionist Coaches	2017 System Safeguard Status Report			
				Problem Statements: Student Academic Achievement 9		
Critical Success Factors CSF 1 2) Provide Special Education students with supplemental instructional resources including, but not limited to, laptops, tablets, e-dictionaries, and calculators to accelerate academic achievement and close the 38% point gap with the All Students group	2.4, 2.5, 2.6	Campus Administration, Campus Secretary	decrease in the 38% difference (2016-2017 TAPR) between SPED and All Students as indicated on the Texas Academic Performance Report under STAAR Percent at Phase-in Satisfactory Standard for All Subjects			
				Problem Statements: Student Academic Achievement 9		
PBMAS Critical Success Factors CSF 1 CSF 2 3) Provide professional development for teachers on the PBMAS data system and allow planning time to address indicators at a level 3 (1-v: SPED Writing).	2.4, 2.5, 2.6	Campus Administration, SCE Interventionist Coaches	Improve from a level 3 to a level 2 or better in writing on SPED PBMAS indicator #1.			
				Problem Statements: Student Academic Achievement 9		
= Accomplished = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Student Academic Achievement

Problem Statement 9: Hurshel Antwine received a 3 on PBMAS indicator #1 in writing for SPED **Root Cause 9:** Campus instructional leaders and teachers did not have a system to track the progress of struggling SPED students and the effectiveness of these intervention strategies.

Goal 2: 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: Hurshel Antwine will earn the Student Progress Distinction, Top 25% on the state-released School Report Card for 2019.

Evaluation Data Source(s) 6: 2018-2019 State Accountability Report

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Transition year--new staff coming in will need to do needs assessment of new students

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) Identify students in need of immediate intervention through the use of class profile data sheets on Eduphoria and provide intervention during the school day and extended learning times</p>	2.4, 2.5, 2.6	Teachers, SCE Interventionists, Counselors, Campus Administration	increase from 63% (2016-2017 SRC) to 65% of students who Met or Exceeded progress as indicated on the 2018 School Report Card			
Funding Sources: 199 - General Fund: SCE - 0.00, 211 - Title I, Part A - 0.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Create individualized instructional plans that target specific goals for each student's growth</p>	2.4, 2.5, 2.6	Teachers, SCE Interventionists,	meeting SMART goals as indicated by district benchmarks, Istation, TCM, and STAAR results; increase of 2% points (2016-2017 SRC) in the number of students who Met or Exceeded progress as indicated on the 2018 School Report Card			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Tutor struggling students in small groups (no more than 12) in the core content areas during school, after school, during intersession, summer, and Saturday Schools</p>	2.4, 2.5, 2.6	Teachers, SCE Interventionists, Campus Administration	meeting SMART goals as indicated by district benchmarks, Istation, TCM, and STAAR results; increase of 16% points (2016-2017 SRC) in the number of students who Met or Exceeded progress as indicated on the 2018 School Report Card			
Funding Sources: 211 - Title I, Part A - 30000.00, 199 - General Fund: SCE - 15000.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 7: For the 2018-2019 school year, Hurshel Antwine will increase the percentage of students at the masters level on the STAAR tests: All Subjects - from 21% to 26%, Reading - from 23% to 28%, Math - from 26% to 31%, Writing - from 7% to 12%, and Science from 13% to 18%.

Evaluation Data Source(s) 7: Comparison of 2017-2018 to 2018-2019 STAAR data will indicate an increase in the Masters Grade Level percentage points:

- All Subjects - from 22% to 27%
- Reading - from 24% to 29%
- Math - from 27% to 32%
- Writing - from 8% to 13%
- Science - from 14% to 19%

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Next Year's Recommendation 7: Transition year--new staff coming in will need to do needs assessment of new students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 1 CSF 4 CSF 5 1) Provide students with enriched learning opportunities including, but not limited to, TEKS aligned field trips, UIL, Robotics Club, SWAT, and Destination Imagination Teams to enhance students' critical thinking and problem solving skills.	2.4, 2.5, 2.6	Campus Administration, Counselors, Teachers	The percentage of students involved in enrichment activities, increase from 12% to 22% (2016-17 SRC) in the number of students meeting the Postsecondary Readiness Standard.			
	Funding Sources: 199 - General - 3600.00					
Critical Success Factors CSF 1 CSF 2 2) Provide targeted tutoring/enrichment for students coded White.	2.4, 2.5, 2.6	Campus Administration, SCE Interventionist Coaches	The student achievement for All Students coded White will increase from 54% to the current state standard of 58%.			
	Problem Statements: Student Academic Achievement 7					
= Accomplished = No Progress = Discontinue						

Performance Objective 7 Problem Statements:

Student Academic Achievement

Problem Statement 7: Hurshel Antwine is flagged for additional targeted support based on our "white" population. **Root Cause 7:** Our instructional leaders and teachers did not monitor this subpopulation closely enough.

Goal 2: 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, Hurshel Antwine will provide 100% of its students (including ELL, Special Education, Gifted and Talented) with the appropriate learning opportunities to show adequate growth from one year to the next on the STAAR exam.







Evaluation Data Source(s) 8: Comparison of 2017-2018 to 2018-2019 STAAR data will indicate an increase in the student achievement domain:

- 3rd Math from 51% to 58%
- 3rd Reading from 49% to 53%
- 4th Math from 44% to 47%
- 4th Reading from 47% to 50%
- Writing from 36% to 40%
- 5th Math from 61% to 63%
- 5th Reading from 53% to 55%
- Science from 43% to 45%

Summative Evaluation 8: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 8: Transition year--new staff coming in will need to do needs assessment of new students

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) Implement an RtI process which ensures that struggling students identified and provided with targeted assistance and progress monitoring</p>	2.4, 2.5, 2.6	Teachers, SCE Interventionists, Counselors, Campus Administration	individual student grades, number of GPC meetings held			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Refer students who are not progressing or responding to RtI process for additional testing such as Dyslexia, special education FIE or admission into the 504 program.</p>	2.4, 2.5, 2.6	Campus Administration, Special Education Teachers, Classroom Teachers, Counselors, Educational Diagnostician, Social Worker Clerk	appropriate number of referrals to diagnostician/counselors for additional testing			
Funding Sources: 199 - General - 0.00						

Critical Success Factors CSF 1 3) Provide students identified as Gifted and Talented with differentiated learning opportunities, such as participation in GT projects, differentiated classroom lessons and field trips, to meet their educational needs.	2.4, 2.5, 2.6	Teachers, GT Coordinator, Campus Administration	GT Projects, increase in differentiated lessons addressing GT students as indicated in walkthroughs			
	Funding Sources: 199 - General: Gifted and Talented - 900.00					
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Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2018-2019 school year, 75% of documented walkthroughs and formal observations will indicate evidence of instructional best practices.

Evaluation Data Source(s) 1: Seventy-five percent of documented walkthroughs and formal observations will indicate evidence of instructional best practices.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Transition year--new staff coming in will need to do needs assessment PD needs

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) Provide teachers with timely feedback (within 48 hours) on class lessons</p>	2.4	Campus Administration	increase in the frequency of best practice implementation as indicated in teachers' walkthrough data			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Provide teachers with ongoing staff development by district personnel, SCE Interventionists, campus administration, and lead teachers based on campus needs identified throughout the year</p>	2.4, 2.6	Campus Administration	increase in the frequency of best practice implementation as indicated in teachers' walkthrough data			
Funding Sources: 199 - General - 1000.00, 211 - Title I, Part A - 12000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Provide teachers with self-identified or administration-identified professional development based on campus need. Possible trainings include Kagan for new teachers, Write from the Beginning for grades 1 through 5, and other trainings as needed based on the non-negotiables list.</p>	2.4, 2.6	SCE Interventionist Campus Administration	increase in the frequency of best practice implementation as indicated in teachers' walkthrough data			
Funding Sources: 199 - General - 1000.00, 211 - Title I, Part A - 12000.00						
= 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: Hurshel Antwine will provide funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to earn the Student Progress Distinction, Top 25% on the state-released School Report Card for 2018 and meet state system safeguards for the special education population.

Evaluation Data Source(s) 2: 2017-2018 School Report Card indicating the Student Progress Distinction was earned and 2018 State System Safeguards Status Report indicating 100% of System Safeguards were met.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Transition year--new staff coming in will need to do needs assessment PD needs

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) Provide teachers with professional development on issues regarding Special Education, including but not limited to, IEP implementation, creating Behavior Improvement Plans, and the RtI process to accelerate academic achievement and close the 35% point gap with the All Students group</p>	2.4, 2.5, 2.6	Campus Administration, SCE Interventionists	effective implementation of IEPs, BIPs, targeted interventions and other SPED-related strategies as indicated in teachers' walkthrough data; decrease in the 35% difference (2015-2016 TAPR) between SPED and All Students as indicated on the Texas Academic Performance Report under STAAR Percent at Phase-in Satisfactory Standard for All Subjects			
				Funding Sources: 199 - General Fund : Special Education - 1000.00, 211 - Title I, Part A - 12000.00		
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide teachers with professional development regarding English Language Learners including, but not limited to the Bilingual Conference held by Region 19, to accelerate academic achievement and close the 14% point gap with the All Students group</p>	2.4, 2.5, 2.6	Campus Administration, SCE Interventionists, LPAC Coordinator	decrease in the 14% difference (2015-2016 TAPR) between ELL and All Students as indicated on the Texas Academic Performance Report under STAAR Percent at Phase-in Satisfactory Standard for All Subjects			
				Funding Sources: 199 - General Fund: Bilingual - 1000.00, 211 - Title I, Part A - 12000.00		
<p>Critical Success Factors CSF 1 CSF 3</p> <p>3) Seek professional development for campus administration that addresses supporting teachers with best practice implementation</p>	2.4, 2.6	Campus administration	Turn-around trainings, increase in the frequency of best practice implementation as indicated in teachers' walkthrough data			
				Funding Sources: 199 - General - 1000.00		
= 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: For the 2018-2019 school year, Hurshel Antwine administration will increase by 10% the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: 100% of campus teachers will be provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

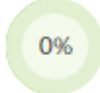
Next Year's Recommendation 3: Transition year--new staff coming in will need to do needs assessment PD needs

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) Provide teachers with ongoing differentiated professional development based on the non-negotiables list and TTESS needs throughout the year while targeting new teachers and teachers in need of assistance.</p>	2.4	Campus Administration, SCEI Coaches	<p>Agendas and sign-in logs</p> <p>Evidence of strategies learned in classroom instruction</p> <p>Increased student achievement</p> <p>Classroom engagement and student performance based on observation/walkthrough data and formal/informal assessments</p> <p>Fewer teachers in need of assistance, improved overall walkthrough data</p>			
Funding Sources: 199 - General - 1000.00, 211 - Title I, Part A - 12000.00						
<p>Critical Success Factors CSF 7</p> <p>2) Allow teachers to attend professional development offered off campus at the District Service Center or Region XIX such as Lead4Ward, etc. throughout the year, with emphasis on trainings at BOY to impact students earlier in the school year.</p>	2.4, 2.6	Campus Administration	EOY assessment results, STAAR, TELPAS, number of Tier 1, 2 and 3 teachers/students			
Funding Sources: 199 - General - 1000.00, 211 - Title I, Part A - 12000.00, 199 - General Fund : Special Education - 1000.00, 199 - General Fund: Bilingual - 1000.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Provide teachers with release time for the purposes of planning common assessments and classroom instruction</p>	<p>2.4, 2.6</p>	<p>Campus Administration</p>	<p>Improved campus instruction as evidenced by walkthroughs and evaluations</p> <p>Student success rates during classroom instruction, common assessments, district benchmarks, and state assessments.</p>			
<p>Funding Sources: 199 - General - 0.00</p>						
<p>  = Accomplished  = No Progress  = Discontinue </p>						



= Accomplished



= No Progress



= Discontinue



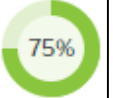
Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 1: During the 2018-2019 school year, Antwine will implement collaborative educational involvement activities, events, and volunteer opportunities for parents and community members on a monthly basis in order to promote teamwork and unity in the education of students, resulting in a minimum 10% increase in parent/community member participation from our current number of 5 volunteers.

Evaluation Data Source(s) 1: Parent/community member participation in campus-level activities will increase by at least 10% from our current number of 5 volunteers.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Transition year--new staff coming in will need to do evaluate how CIS will engage the community.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Family Engagement Liaison will provide monthly enrichment activities/opportunities for families and community members involving topics suggested by parents, teachers, staff and administration and provide supplies, refreshments, and snacks for these events. Activities/topics include parent academic nights, student programs/performances, military nights, science nights, literacy nights, writing nights, technology nights, parent volunteer nights, etc..</p>	3.1, 3.2	Administration, Teachers, Family Engagement Liaison, Librarian, Counselors, SCEI Coaches	<p>Number of family and community engagement activities, conferences, programs and workshops.</p> <p>Number of community partners and family members participating in activities, conferences, programs, and workshops.</p> <p>Observed results from family involvement activities and community partnerships.</p> <p>EOY/STAAR/TELPAS assessment data</p> <p>Parent/Teacher surveys/feedback</p>	 <p>33%</p>	 <p>50%</p>	 <p>75%</p>
Funding Sources: 211 - Title I, Part A - 2225.00						

<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Provide parents and community members the opportunity to gain better understanding of the state's curriculum and student expectations through STAAR nights for each tested content area and provide refreshments for attendees.</p>	2.4, 2.6, 3.1, 3.2	Administration, Teachers, Counselors, Family Engagement Liaison, SCEICs, TIAs, Aides	<p>Participation results from STAAR night sign-in log.</p> <p>Family perception surveys reflecting a better understanding of how parents can support student academic growth.</p> <p>Observed results from STAAR nights</p>			
Funding Sources: 211 - Title I, Part A - 1000.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Employ a family engagement liaison who will enhance 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.</p>	3.1, 3.2	Campus Administration	<p>Parent attendance and family participation counts during campus activities as reflected by sign-in sheets.</p> <p>Parent/community member communication logs.</p> <p>Climate survey results</p> <p>Observed results from community partnerships</p>			
Funding Sources: 211 - Title I, Part A - 17500.00						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Provide families of LEP/ESL students with weekly and/or monthly classes that promote literacy and student academic support and achievement such as Latino Family Literacy Program and Ingles Sin Barreras, with supplies, refreshments, and snacks to encourage participation.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Family Engagement Liaison, teachers	<p>Parent/family sustained participation based on sign-in sheets and agendas</p> <p>Improved LEP student performance and academic achievement</p> <p>Parent surveys</p> <p>Teacher feedback regarding parental involvement and participation</p>			
Funding Sources: 211 - Title I, Part A - 2225.00, 199 - General Fund: Bilingual - 2500.00						
<p style="text-align: center;"> = 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.

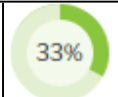
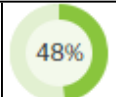
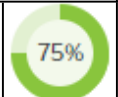



Performance Objective 2: By the end of the 2018-2019 school year, Hurshel Antwine will increase the number of meaningful partnership activities with businesses, higher education institutions, and other outside agencies to at least 5 additional partnership activities to support student education.

Evaluation Data Source(s) 2: 5 partnership activities with agendas and/or sign in sheets.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Transition year--new staff coming in will need evaluate community engagement

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) Develop and implement a collaborative plan with businesses, higher education institutions, and other outside agencies that incorporate school-community activities, functions, and services such as Partners in Education, Fort Bliss Renegades, Peter Piper Night, Burger King Night, Latino Family Literacy Program, Family Frameworks, English Classes, Gen TX, and Military Parent Nights.</p>	3.1, 3.2	Administration, Counselors, Family Engagement Liaison, Parents, Teachers	<p>Increase in active parent involvement as noted in observed results, sign-in sheets, and logs.</p> <p>Increased community involvement and support from parents and outside agencies according to volunteer logs, sign-in sheets, and agendas.</p> <p>Customer service surveys, phone logs, and documented conferences.</p>			
Funding Sources: 199 - General - 0.00						
<p>2) Develop, coordinate, and provide weekly and/or monthly classes/information sessions and supplies for parents/families from community outreach programs and services from Partners in Education while providing refreshments and snacks to encourage participation.</p>	3.1, 3.2	Administration, Family Engagement Liaison	<p>Agendas</p> <p>Parent participation sign-in sheets</p> <p>Parent and feedback/surveys</p> <p>Number of sessions/classes held</p> <p>Number of community partners</p>			
Funding Sources: 211 - Title I, Part A - 1000.00						

<p>3) Develop, coordinate, and implement collaborative plan with District or outside agencies, such as Region 19, for opportunities for Family Engagement Liaison and Campus Parent Volunteers to attend conferences, meetings, information sessions and cover registrations fees as well as provide supplies as needed to assist and educate parents for the success of their student.</p>	<p>3.1, 3.2</p>	<p>Administration, Family Engagement Liaison, Parents</p>	<p>Increase in active parent involvement as noted in observed results. Sign- in sheets and logs. Support from parents and outside agencies through agendas, itineraries and attendance logs. Parent feedback and surveys.</p>			
<p>Funding Sources: 211 - Title I, Part A - 849.00</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 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, 70% of all students in all subgroups 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: 70% of all students in all subgroups 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: Transition year--new staff coming in will continue with at-risk coded students

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) Form curriculum teams who will meet monthly to ensure that the non-negotiable practices list is being supported and implemented and that there is alignment across grade levels, ensure implementation of the TEKS in all content areas, and ensure curriculum pacing/targeted instruction.</p>	2.4, 2.6	Campus Administration, Teachers, SCEI Coaches	<p>Lesson plans and their implementation</p> <p>Classroom observation/walkthrough data</p> <p>Student academic performance and assessment scores</p>			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide targeted, data-driven interventions for students in all sub-populations who are at-risk or struggling during the day, after school, on Saturdays, summer, or during intersessions.</p>	2.4, 2.5, 2.6	Campus Administration, Teachers, SCEI Coaches, Instructional Aides, TIAs	<p>Intervention decisions based on aggregated/disaggregated data such as STAAR/TELPAS/formative assessments.</p> <p>Formative assessment results reflecting decreased numbers of Tier 3 students</p> <p>Classroom observation/walkthrough data</p> <p>Response to intervention documentation/tracking</p> <p>Tutoring reports and attendance logs</p>			
Funding Sources: 211 - Title I, Part A - 14000.00, 199 - General Fund: SCE - 52375.00						

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p>	2.4, 2.6	Campus Administration	Increase in student and teacher attendance rates			
<p>3) Implement strategies to increase student and teacher attendance such as rewards, prizes, traveling trophy, dances, recognition, etc.</p>	<p>Funding Sources: 199 - General - 0.00</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 2: During the 2018-2019 school year, Antwine will ensure that 100% of teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: The number of Tier 3 students will be reduced by 20% by the end of the school year.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Transition year--new staff coming in will continue with at-risk coded students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 1 CSF 4 1) SCEI Coaches, TIAs, At-Risk Aide and Library Aide will provide students with in-class and pull-out interventions as needed.	2.4, 2.5, 2.6	SCEICs, TIAs, Library Aide, At-Risk Aide	District BOY/MOY/EOY assessments Student academic performance STAAR and TELPAS results			
				Funding Sources: 199 - General Fund: SCE - 110000.00, 211 - Title I, Part A - 70500.00		
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Hold accountability talks with teachers who are in need of additional support no less than once per quarter.	2.4, 2.6	Campus Administration	Improved student achievement Reduction in number of Tier 3 students and teachers STAAR, TELPAS, and district assessment results. Meeting minutes			
				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 3: By the end of 2017-2018, Antwine's overall attendance will increase from 95.87% to 96.17%.

Evaluation Data Source(s) 3: End of Year PEIMS data will reflect a .30% increase over 2017-2018's final percentage.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Transition year--new staff coming in will have older students that will require different incentive packages

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Promote awareness of campus attendance status through morning announcements, the campus marquee, and faculty meetings.	2.4, 2.6, 3.1, 3.2	Campus Administration	Stakeholders will be aware of the importance of attendance as demonstrated by an increase in daily attendance			
2) Promote and reward good attendance through various campus incentives	2.4, 2.6	Administration, Parent and Family Engagement Liaison	An increase in each month's student attendance over last year's.			
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Create short and long term grade-level SMART goals as it pertains to student academic achievement for continual monitoring
2	1	2	Teachers will collaborate weekly to analyze data, plan rigorous lessons, and horizontally/vertically align instruction.
2	1	4	Purchase instructional resources and bilingual resources including, but not limited to, Scholastic, Mentoring Minds, Lone Star, ECS, Kamico, Curriculum Associates, Lexia, Follett, Studies Weekly, and Perfection Learning, as well as, supplemental technology to include incentives and awards for outstanding achievement.
2	1	7	Employ 1 Temporary Instructional Aide to support instruction and student interventions
2	1	8	Employ 1 full-time At-Risk Aide to work with identified at-risk students in the areas of math and reading
2	1	9	Employ a Library Aide who will spend 3.75 hours a day working with at-risk students in the areas of math and reading
2	1	10	Provide students coded At-risk for reading and language arts with Lexia interventions.
2	4	1	Employ 2 SCE Interventionist coaches to tutor special education and ELL students during the school day and during extended school opportunities
2	4	2	Provide ELL learners with supplemental instructional resources including, but not limited to, laptops, tablets, e-dictionaries and language acquisition resources to accelerate academic achievement and close the 17% point gap with the All Students group
2	5	1	Employ 2 SCE Interventionist coaches to tutor special education and ELL students during the school day and during extended school opportunities
2	6	3	Tutor struggling students in small groups (no more than 12) in the core content areas during school, after school, during intersession, summer, and Saturday Schools
2	8	2	Refer students who are not progressing or responding to RtI process for additional testing such as Dyslexia, special education FIE or admission into the 504 program.
3	2	1	Provide teachers with professional development on issues regarding Special Education, including but not limited to, IEP implementation, creating Behavior Improvement Plans, and the RtI process to accelerate academic achievement and close the 35% point gap with the All Students group
3	2	2	Provide teachers with professional development regarding English Language Learners including, but not limited to the Bilingual Conference held by Region 19, to accelerate academic achievement and close the 14% point gap with the All Students group
4	1	4	Provide families of LEP/ESL students with weekly and/or monthly classes that promote literacy and student academic support and achievement such as Latino Family Literacy Program and Ingles Sin Barreras, with supplies, refreshments, and snacks to encourage participation.

Goal	Objective	Strategy	Description
5	1	1	Form curriculum teams who will meet monthly to ensure that the non-negotiable practices list is being supported and implemented and that there is alignment across grade levels, ensure implementation of the TEKS in all content areas, and ensure curriculum pacing/targeted instruction.
5	1	2	Provide targeted, data-driven interventions for students in all sub-populations who are at-risk or struggling during the day, after school, on Saturdays, summer, or during intersessions.
5	2	1	SCEI Coaches, TIAs, At-Risk Aide and Library Aide will provide students with in-class and pull-out interventions as needed.
5	2	2	Hold accountability talks with teachers who are in need of additional support no less than once per quarter.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	4	3	Provide professional development for teachers on the PBMAS data system and allow planning time to address indicators at a level 3 (1-v: Bilingual Writing, 4-v: LEP Year-After Exit Writing).
2	5	3	Provide professional development for teachers on the PBMAS data system and allow planning time to address indicators at a level 3 (1-v: SPED Writing).

State Compensatory

Budget for Hurshel Antwine Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.125.30.39.000.6118	6118 Extra Duty Stipend - Locally Defined	\$15,480.00
199.11.125.30.00.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$105,685.00
199.11.125.30.18.000.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$101,295.00
199.11.125.30..00.000.6129	6129 Salaries or Wages for Support Personnel	\$26,052.00
	6100 Subtotal:	\$248,512.00
6400 Other Operating Costs		
199.11.125.30.39.000.6494	6410 Travel, Subsistence and Stipends	\$3,000.00
	6400 Subtotal:	\$3,000.00

Personnel for Hurshel Antwine Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abril Govea	Library Aide	SCE	.50
Andrea Carrasco	Interventionist	SCE	1
Brandy Gonzalez	SCEI Coach	SCE	1
Claudia Pinon	CSR Teacher	SCE	1
Raquel Herrera	SCEI Coach	SCE	1
Sylvia Encina	Social Worker	SCE	1
Sylvia Haven	At-Risk Instructional Aide	SCE	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Carrasco	TIA	Title I	1
Karla Valdez	Parent Liaison	Title I	1

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$21,500.00
2	6	2			\$0.00
2	7	1			\$3,600.00
2	8	1			\$0.00
2	8	2			\$0.00
3	1	1			\$0.00
3	1	2			\$1,000.00
3	1	3			\$1,000.00
3	2	3			\$1,000.00
3	3	1			\$1,000.00
3	3	2			\$1,000.00
3	3	3			\$0.00
4	2	1			\$0.00
5	1	3			\$0.00
5	2	2			\$0.00
Sub-Total					\$30,100.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$3,445.00

2	1	5			\$0.00
2	1	6			\$0.00
2	1	8			\$18,000.00
2	1	9			\$9,000.00
2	2	4			\$750.00
2	4	1			\$0.00
2	4	2		SAME AS 2.1.4	\$0.00
2	6	1		SAME AS 2.6.1	\$0.00
2	6	3			\$15,000.00
5	1	1			\$0.00
5	1	2			\$52,375.00
5	2	1			\$110,000.00
Sub-Total					\$208,570.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$1,000.00
3	3	2			\$1,000.00
Sub-Total					\$2,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$9,200.00
1	1	3			\$300.00
2	1	4	Instructional materials such as Scholastic, Mentoring Minds, Lone Star, ECS, Kamico.		\$53,000.00
2	1	7			\$17,000.00
2	2	4	SAME AS 2.1.4		\$20,000.00
2	4	2		SAME AS 2.1.4	\$0.00
2	6	1		SAME AS 2.6.1	\$0.00

2	6	3			\$30,000.00
3	1	2			\$12,000.00
3	1	3			\$12,000.00
3	2	1			\$12,000.00
3	2	2			\$12,000.00
3	3	1			\$12,000.00
3	3	2			\$12,000.00
4	1	1			\$2,225.00
4	1	2	SMART Grant		\$1,000.00
4	1	3	1 FTE		\$17,500.00
4	1	4			\$2,225.00
4	2	2			\$1,000.00
4	2	3			\$849.00
5	1	2			\$14,000.00
5	2	1			\$45,000.00
5	2	1			\$8,500.00
5	2	1			\$17,000.00

Sub-Total \$310,799.00

199 - General Fund: Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2			\$10,425.00
2	4	2			\$0.00
3	2	2			\$1,000.00
3	3	2			\$1,000.00
4	1	4			\$2,500.00

Sub-Total \$14,925.00

199 - General: Gifted and Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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2	8	3			\$900.00
Sub-Total					\$900.00
Grand Total					\$567,294.00