

Socorro Independent School District

Chester E. Jordan Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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

Mission Statement

Chester E. Jordan stakeholders will honor the school's core values of Trusting, Teamwork, and Thinking to help all students, 21st Century Citizens in their own right, achieve excellence now and in their own futures, ensuring that they are ready for college, their future careers in life and that they are able to give back to their own communities today and tomorrow.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Chester E. Jordan Elementary, having opened its doors in 2007, is named after a man who served his country honorably for 30 years in the United States Army rising to the rank of Chief Warrant Officer Four before retiring in 1980. Over the period of his commendable service, he was decorated with the Bronze Star with Oak Leaf Cluster, Air Medal with Oak Leaf Cluster, German Occupation Medal, and Korea and Vietnam Campaign Ribbons. Mr. Jordan is the epitome of a man who valued the core values of our school.

Chester E. Jordan Elementary is one of 49 campuses in the Socorro Independent School District and the one of the Silver Certified Green school in the entire region.

The campus has been recognized as the Top 25% of Texas campus to closing the achievement gap according to 2016-17 Texas Education Agency (TEA) School Report Card. It has a Met Standard accountability rating from TEA.

Demographics Strengths

Demographics for Chester E. Jordan are as follows:

Enrollement by Race/Ethnicity

African-American	5.5%
Hispanic	84.9%
White	7.0%
American Indian	0.2%
Asian	0.9%
Pacific Islander	0.1%
Two or More Races	1.4%

Enrollment by Student Group

Economically Disadvantage	67.2%
English language learners	25.6%
Special Education	8.7%
Mobility Rate	24.9%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to a high mobility rate of 25%, student achievement is affected by being 15 points lower than neighboring schools with more consistent enrollment. **Root Cause:** As an overflow campus and with a population of 30% military families, vertical and horizontal alignment and consistency are a challenge.

Student Academic Achievement

Student Academic Achievement Summary

Chester E. Jordan Elementary strives to provide a learning environment that consistent of excellence, integrity and hard work. Student achievement continues to rise every year. Chester E. Jordan Elementary student achievement goals measured by STAAR for grades 3rd-5th for the year 2018-2019 are as follows:

- 3rd Math 83% to 93% with 40% or more students performing at master's level
- 3rd Reading 80.5% to 92% with 40% or more students performing at master's level
- 4th Math 81.3% to 93% with 40% or more students performing at master's level
- 4th Reading 78.5.% to 90% with 40% or more students performing at master's level
- 4th Writing 65.5% to 80% with 30% or more students performing at master's level
- 5th Math 98.6% to 99% with 40% or more students performing at master's level
- 5th Reading 89.9% to 99% with 40% or more students performing at master's level
- 5th Science 86.2% to 95% with 40% or more students performing ast master's level

Student Academic Achievement Strengths

Student achievement comparison scores are as follows:

	2016-17	2017-18
3rd Reading	75.1%	80.5%
3rd Math	73.8%	83%
4th Reading	73.6%	78.5%
4th Math	80.6%	81.3%
4th Writing	66.6%	65.5%
5th Reading	89.6%	89.9%
5th Math	97.2%	98.6%
5th Science	89.5%	86.2%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students in 4th grade have a 66% approaches grade level passing rate on STAAR 2017-18 in Writing. **Root Cause:** Due to the high

mobility of student population, vertical alignment and consistency in Writing instruction and campus structures are needed throughout the grade levels.

Problem Statement 2: Student achievement dropped 8 points in 5th grade Science compared to 2016-17. **Root Cause:** Due to the high mobility of student population, vertical alignment and consistency in Science instruction and campus structures are needed throughout the grade levels.

Problem Statement 3: Our SPED population under-performed in writing, with a performance indicator level of 4. **Root Cause:** Our teachers were not placed in grade level based on experience and past performance.

Problem Statement 4: Our Bilingual population underperformed in writing, with a performance indicator level of 3. **Root Cause:** Our teachers were not placed in grade level based on experience and past performance.

School Processes & Programs

School Processes & Programs Summary

Chester E. Jordan Elementary can be summarized with the word "Excellence". We believe that doing all things with excellence will create a domino affect of success in students in their elementary school years, that will follow them through the middle and high school years. Ultimately, making very successful and joyous adult leaders in their future plans.

Through unified collaboration, communication and consistency we will build a legacy in which all our students excel academically, socially and emotionally to reach their highest potential in career and college readiness.

School Processes & Programs Strengths

Strengths in Safety

Students, parents, teachers and staff feel safe at Chester Jordan according to a climate survey done 2016-17. The school climate survey also found parents, students and teachers to be happy with their learning environment. The school received a 3.76 (out of 4) rating on the survey. This indicates that children are happy with their learning opportunities. Parents also feel that the building is clean receiving a 3.52 (out of 4) rating and parents feel comfortable speaking with their child's teacher receiving a 3.59. Staff at Chester Jordan feel that their administrative team treats them with respect and that they feel confidence regarding their positions on campus, receiving a 3.63.

The Socorro I. S. D. District Service Center conducted monthly surprise safety audits. Chester E. Jordan passed 100% of all audits this past school year. Teachers provided all students with safety lessons on varied types of drills (fire, lock down, reverse evacuation). All drills were conducted in accordance with SISD policy. Parent survey results also indicate that CJE is doing well with safety measures. Safety was a topic provided to parents at all Coffee w/ The Principal meetings; to employees and staff at SIT meetings, safety meetings, instructional leadership team meetings, Thursday PLC meetings, faculty meetings and varied grade level round table meetings. An Emergency Operation Plan was created to ensure that there is a plan of action for many and varied safety-related incidents. Our Safety Committee monitors the plan and meets periodically to discuss safety initiatives on campus. Safety kits to include first-aid supplies, water, and other important drill items were created and given to each class teacher.

School zones were monitored by SISD Police periodically throughout the school year. Cross guards are used to ensure the safety of students during arrival and dismissals.

One monitor is assigned to work specifically with Pre K students and 6 PreK instructional support were hired to aide each Pre K teacher in each classroom. One full day SISD officer was hired to monitor and patrol our school.

The Safety Committee, made up of administration, counselors, Instructional Leadership Team members and teacher representatives (both from SIT and EPAC) nurse and campus officer discuss the Emergency Operation Plan and safety drills on a monthly basis.

Strengths in Academics

To build consistency and structure Chester Jordan Elementary utilizes researched based instructional practices that support our mobility and transitional student population. These practices include:

- Balanced Literacy provides students explicit Reading instruction using a gradual release model to ensure that all components of Reading (Read aloud, word study, Balanced Literacy skill focused lesson, shared reading/guided practice and learning stations) are used increase the proficiency of student reading levels to the mastering the art of Reading as well as imbedding a love of reading to all our students.
- Guided Math provides students explicit Mathematics instruction using a gradual release mode to ensure that all components of Math (vocabulary, problem solving processes, Math skill focused lesson, learning stations) are used to increase the proficiency of student mathematical skills and process to the mastering Mathematical skills of each grade level.
- Writer's Workshop (skill focused mini-lesson, independent writing time, sharing) as an instructional practice to create master writers in all grade levels.
- Fundamental Five (frame the lesson, work in the power zone, purposeful small group discussion, recognize and reinforce, and write critically) instructional practices will be imbedded in every day lessons to ensure students have comprehended concepts taught.
- AVID instructional practices will continue to be implemented throughout all content areas to support all our students in college and career readiness. These instructional practices include: agenda as an organizational tool and skill in all grade levels.
- Academic vocabulary word walls and anchor charts will be created and posted to serve as a constant visual to increase conceptual knowledge of skills and lessons taught in all content areas.

Strengths in Attendance

Student attendance is crucial and is directly linked to student academic success. At Chester Jordan Elementary the rigorous expectation of 98% attendance for classrooms and individual students allows students to receive core instruction in the classroom along with their teacher and peers. Students must be at school in order to take full advantage of the privilege of high quality education at Chester Jordan Elementary.

Strengths in Social Emotional Learning

Positive social emotional growth will be a taught on a daily basis and used to maintain a positive self-confidence and build positive peer and student/teacher relationships. These lessons will help students with positive character building traits, positive conflict resolutions strategies, confidence building skills that will help our students become productive and successful adults.

The 16 Habits of Mind will continue to be implemented as habits to increase our students study skills to prepare them for college and career readiness. These skills will be learned by our students by engaging with them during counseling lessons, library lesson and every day classroom instruction.

Our award winning counseling department works collaborately with teachers address individual student needs.

An Anti-Bullying Kickoff event will bring awareness to all students of ensuring that all students are safe and utilize positive character traits.

Lion Heart Legacies will be implemented as a character education program. Character building program will be initiated by counselors and SEL committee.

Technology

Our students have been born into the world-wide web. All their experiences involve a technological devices. At Chester Jordan Elementary, we want to foster those innate technological skills have already acquired. We will provide effective instruction that include technology in a daily basis.

Our goals to foster and increase technology skills are:

- Use Nearpod to deliver instruction at least once week.
- Increase technological devices to one to one.
- Increased coding opportunities in the classrooms by using Robotics kits.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Chester Jordan Elementary has a mobility rate of over 20% due to being an overflow campus and military population. **Root Cause:** The campus needs systems and structures that can help students transition quickly to create a sense of belonging.

Perceptions

Perceptions Summary

Chester E. Jordan Elementary prides themselves to instill excellence, integrity and a hard work ethic in every student. Our students are called "Lion Leaders" because we believe that our students will be the future that continues the legacy of excellence.

Our vision: Building Leaders

Current Mission: We are building a foundation of excellence, integrity and hard work ethic in All our Lion Leaders so that their Leadership Legacy is established today.

Family and community engagement are vital to a campus culture.

As an overflow campus, the community parents comes from different areas of the El Dorado Feeder pattern and Pebble Hills Feeder pattern. Through campus events and communication the community united to one Lion's Pride.

The Parent Liaison plays a major role of bring parents and community business leaders to the campus. The Parent Liaison coordinates montly classes that provide parents current knowledge and information. Campus events coordinated by the parent liaison bring the parents and their students together to create memories. The parent liaison works directly with out the volunteer coordinator to recruit volunteers to support the school.

Chester E. Jordan Elementary will continue to strive to have 10 or more consistent parent volunteers on the campus. Parental involenment positively affects student growth as whole.

Perceptions Strengths

To maintain campus systems and procedures working effectively as an overflow campus, we follow the following values:

- Communication- we communicate in a professional and positive manner with all students, parents, staff and each other.
- Collaboration- we collaborate to establish united teams that model excellence.
- Consistency- we use instructional practices with consistency until mastery is achieved.

The campus strategies support teachers, staff, students and parents to build norms as a school community.

- Balanced Literacy- Leaders love of reading and master the art of reading.

- Writers Workshop- Leaders are skillful authors.
- Guided Math- Leaders are mathematicians that solve problems with computations and critical reasoning.
- Character building- Leaders use legacy-building character traits.

Initiatives to increase parental involvement are as follows:

- Continue to have monthly parent nights hosted by partners in education.
- Continue to provide 2 or more parental classes every month.
- Continue to recruit highly qualified parent volunteers to support the campus.
- Continue to host parent/student events to promote memories for families.
- Partner with with at least 5 or more local business.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student achievement in Writing according to STAAR assessments has remained at 66% for the two years 2016-17 and 2017-18.

Root Cause: Due high mobility rate, vertical alignment is a challenge in all content areas.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

Parent/Community Data

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

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 2018-19 school year, Chester E. Jordan Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 1: Monthly drill logs will be submitted to the district.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: These objective will remain as it is a District initiative.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will be provided with lesson plans regarding safety drills to be presented to students within a time frame and with a given deadline.		teachers	Timed drills will be under the required time (i.e., 2 minute max evacuation during a fire drill). District Safety Audits			
2) The campus will utilize Emergency Operation Plan that includes drill information.		teachers, administration, counselors	District Safety Audits			
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: For the 2018-19 school year, the total number of disciplinary incidents involving inappropriate physical contact in the school environment and insubordination will decrease by 10 incidents in each category.

Evaluation Data Source(s) 2: District generated reports will be given to teachers and counselors every nine weeks.

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: May change according to disciplinary incidents data for 2018-2019.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) Students will utilize campus based expectations of Be Respectful, Be Responsible and Be Safe.</p>	2.4, 2.6	teachers, counselors, administration, all staff	Decreased of discipline incidents by 10 in the areas of insubordination and inappropriate physical contact to the school environment.			
2) Students will participate in structured classroom with effective classroom rituals and routines to provide a positive learning environment.	2.4, 2.6	teachers	Increased student engagement and learning will positively impact meets and masters level achievement 20%.			
3) Counselors will ensure ASCA model strategies to support student emotional needs and provide teacher support with social emotional learning.	2.4, 2.5, 2.6	counselors	Decreased of disciplinary incidents by 10 and increased student achievement.			
Funding Sources: 199 - General - 1500.00						
4) Students will participate in a character education program to promote positive long life character skills.	2.4, 2.6	Counselors, teachers, staff	Decreased of disciplinary incidents by 10 and increased student achievement.			
= Accomplished = No Progress = Discontinue						

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

Performance Objective 1: For the 2018-19 school year, Chester E. Jordan Elementary will improve its student state assessment scores in Reading, grades 3, 4 and 5 combined, by 10% over and as compared to the 2017-18 state assessment scores from 80% to 90%, using Fundamental 5, AVID, social emotional learning strategies.

Evaluation Data Source(s) 1: STAAR data comparison 2017-18 and 2018-19.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Objective may change due 2018-2019 data.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purchase additional supplemental reading materials that includes Mentoring Minds, library books, Scholastic Storyworks resources.	2.4, 2.6	administration, ILT, secretary	Increased student achievement in all comprehensive assessments.			
	Funding Sources: 211 - Title I, Part A - 30000.00					
2) Provide AVID as the structure across grade levels for our students to help prepare them for college and career opportunities early in their educational lives.	2.4, 2.6	AVIS Site Team	All grade levels will implement an AVID structure in the classrooms. AVID artifacts will be submitted to AVID liaison.			
	Funding Sources: 211 - Title I, Part A - 11000.00					
3) Acquire resources for students like IWB stylus pens, printers, scanners, projector bulbs, Interactive Support Projectors, In focus projectors, ipads, laptops, VGA ports along with computers and other forms of technology to ensure that students are being supported with technology. Technology devices per student goal is 4 students per 1 device.	2.4, 2.6	Teachers SCE-I Coaches	Students will use technology as learning tool daily.			
	Funding Sources: 211 - Title I, Part A - 10000.00					
4) Book of Month campus Reading initiative to focus on Fig. 19 reading skills.	2.4, 2.6	Teachers, SCE-I Coaches	Students assignments and projects to increase formative reading scores.			
	Funding Sources: 211 - Title I, Part A - 20478.00					
5) Students will utilize Brain Pop for supplemental support in all content areas.	2.4, 2.6	Teachers	Students will increase formative and summative testing scores by at least 10% in content areas of math, science, reading, writing			
	Funding Sources: 211 - Title I, Part A - 2395.00					

6) Purchase of Movie Licensing to show movies of literature read in class upon request. TEKS objectives will be required.	2.4, 2.6	Teachers	Students will interact with literature read in class in various modalities.			
	Funding Sources: 211 - Title I, Part A - 433.00					
7) Students will use Alice Nine to establish a concrete of reading and writing skills.	2.4, 2.6	Teachers	Students will increase overall reading comprehension assessments and grades.			
	Funding Sources: 211 - Title I, Part A - 1700.00					
8) Students will increase their independent reading skills by using new library books. Campus goal is to have 20:1 ratio on library books to reinforce a campus reading culture.	2.4, 2.6	Teachers, Librarian	Students will increase their reading comprehension due to increased independent practice.			
	Funding Sources: 211 - Title I, Part A - 10000.00					
9) Students will use Whose Reading program to increase reading fluency and create a campus wide reading culture.	2.4, 2.6	Librarian, teachers	Increase reading culture in the campus and ultimately positively impacting Reading and Writing student achievement. Expected growth in the meets and masters grade level by 60 or more students in all grade levels.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
Critical Success Factors CSF 1 CSF 2	2.4, 2.6	Teachers	Overall increased student achievement by 15%.			
	Funding Sources: 211 - Title I, Part A - 4000.00					
10) Students will utilize Education Galaxy as a supplemental to classroom instruction.		Librarian	Increased Reading fluency in K-5th grade			
	Funding Sources: 211 - Title I, Part A - 500.00					
TEA Priorities Build a foundation of reading and math						
11) Library supplies will be brought to support students while checking out books.						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: For the 2018-19 school year, Chester E. Jordan Elementary will improve its student state assessment scores and district Writing by 20% over and as compared to the 2017-2018 state assessment scores from 67% to 87%.

Evaluation Data Source(s) 2: STAAR data comparison 2017-18 and 2018-19.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Objective will be reviewed after data results.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS Critical Success Factors CSF 1 CSF 2 1) Teachers will participate in a Alice Nine grammar training so that students use a structured editing and revising grammar model.	2.4, 2.6	SCE-I coach, interventionist, teachers	Increased Writing scores in 4th grade by 20% in meet and masters grade level.			
	Funding Sources: 211 - Title I, Part A - 6400.00					
2) Students will utilize Writer's workshop as a structured learning program to increase writing skills effectiveness.	2.4, 2.6	SCE-I coach, interventionist, teachers	Increased Writing scores in 4th grade by 20% in meet and masters grade level.			
3) Students will utilize writing strategies from Alice Nine programs to gain knowledge and skills of grammar rules and skills.	2.4, 2.6	SCE-I coach, interventionist, teachers	Increase Writing scores effectiveness in editing skills shown in 4th grade STAAR test.			
	Funding Sources: 211 - Title I, Part A - 2500.00					
PBMAS Critical Success Factors CSF 1 CSF 4 4) Students will answer open-ended questions in writing in the Science lab to increase their critical writing skills. At risk aide will support at-risk students in Science/Writing lab.	2.4, 2.6	SCE-I coach, interventionist, teachers, at-risk aide	Increase Writing scores effectiveness in editing skills shown in 4th grade STAAR test.			
	Funding Sources: 211 - Title I, Part A - 25000.00					

<p align="center">PBMAS Critical Success Factors CSF 1</p>	2.4, 2.5, 2.6	Teachers	Increase overall Writing/ Science scores as a campus.			
<p>5) Bilingual funds will be used to buy laptops to increase the technology devices per student for supplemental instruction.</p>	<p>Funding Sources: 211 - Title I, Part A - 15000.00</p>					
<p 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 3: For the 2018-19 school year, Chester E. Jordan Elementary will improve its student state assessment scores in Math by 10% over and as compared to the 2017-2018 state assessment scores, improving from 83% to 93%, using Fundamental 5, AVID, and SEL strategies.

Evaluation Data Source(s) 3: STAAR data comparison 2017-18 and 2018-19.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Will continue for next year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will utilize a guided Math framework increase their understanding and knowledge of Math concepts, computation and reasoning skills.	2.4, 2.6	SCE-I, teachers	Increased in student achievement by 60 students performing in the "meets" and "masters" grade level			
2) Students will utilize programs such as Lone Star and/or Fast Focus, Countdown to STAAR to practice math skills and concepts.	2.4, 2.6	SCE-I, teachers	Increased in student achievement by 60 students performing in the "meets" and "masters" grade level.			
Funding Sources: 211 - Title I, Part A - 6200.00						
3) Students will utilize Mentoring Minds Math supplemental to increase their skills in math reasoning skills.	2.4, 2.6	SCE-I, teachers	Increased in student achievement by 60 students performing in the "meets" and "masters" grade level			
Funding Sources: 211 - Title I, Part A - 6000.00						
TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1	2.4, 2.5, 2.6	Teachers	Increase in Math academic achievement per student.			
4) Students will utilize supplies such as paper, markers, chart paper, dry erase markers to create activities to support their learning in the classrooms.	Funding Sources: 211 - Title I, Part A - 22000.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 4: For the 2018-19 school year, Chester E. Jordan Elementary will improve its student state assessment scores in Science by 10% as compared to the 2017-18 state assessment scores, using Fundamental 5, AVID, and SEL strategies.

Evaluation Data Source(s) 4: STAAR data comparison 2017-18 and 2018-19.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Objective may change according to testing results.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will work with teacher and at-risk aide in small groups in a Science/Writing lab setting to increase their use of academic vocabulary and expository/critical Writing skills.	2.4, 2.5, 2.6	SCE-I, teachers	Students will reach higher levels of "meets" and "masters" grade levels by 60 students in each grade level according to STAAR assessment scores.			
Funding Sources: 211 - Title I, Part A - 15000.00						
Critical Success Factors CSF 1	2.4, 2.5, 2.6	Teachers	Increase student achievement in Science.			
2) Students will use STEMSCOPES to supplement their Science instruction.						
Funding Sources: 211 - Title I, Part A - 4500.00						
= Accomplished = No Progress = Discontinue						

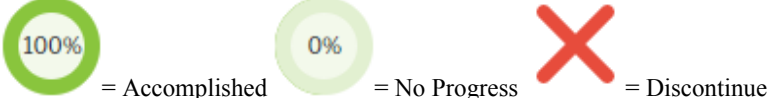
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 5: For the 2018-19 school year, school counselors and parent liaison will meet with new students for Lion's Pride culture information.

Evaluation Data Source(s) 5: Meeting agendas and sign in sheets

Summative Evaluation 5: No progress made toward meeting Performance Objective

Next Year's Recommendation 5: These objective will be deleted.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) New students will participate in meeting with counselors to acquire school information.	2.4, 2.5, 2.6	Counselors PEIMs	Student surveys Discipline referrals Student academic records	✗	✗	✗
						

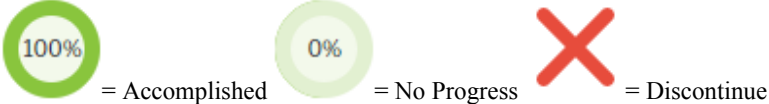
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 6: For the 2018-19 school year, Chester E. Jordan will utilize Social Studies content to increase expository reading and writing skills.

Evaluation Data Source(s) 6: Increase academic reading and writing skills to "meets" and "masters" grade level by 60 students grades K-5th.

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Next Year's Recommendation 6: These objective will be deleted.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will work with teacher and at-risk aide in small groups in a to increase their use of academic vocabulary and expository/critical Writing skills through social studies content.	2.4, 2.5, 2.6	SCE-I, teachers	Increased assessment performance in the areas of reading and writing.	✗	✗	✗
						







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: During the 2018-19 school year, Chester E. Jordan Elementary will master best instructional practices such as balanced literacy, Writer's workshop, guided math frameworks and use lesson delivery method (I do, We do, You do) to increase lesson delivery effectiveness.

Evaluation Data Source(s) 1: Increased number of students in "meets" and "masters" grade level by 60 or more students in 3rd, 4th and 5th grade.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Professional development will continue to be provided.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will receive professional development in core areas and appropriate lesson delivery to enhance student learning throughout the 2018-2019 school year.	2.4, 2.6	Campus Principal SCEI Coach	Increase in meets/masters performance on STAAR assessments.	 55%	 75%	 100%
 = 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: During the 2018-19 school year, teachers will increase Tier 1 instruction effectiveness by implementing all components of T-TESS appraisal systems reaching up to 5 teachers in the "accomplished" T-TESS level of instruction.

Evaluation Data Source(s) 2: Classroom walkthroughs will provide evidence of effective Tier 1 instruction.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Objective will be deleted.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will utilize T-Tess flipcharts to better plan their Tier 1 instruction.	2.4	Teachers, SCE-I coaches, Administration	Increase effectiveness in Tier 1 instruction and increasing our formative and summative assessment scores by 15%			
Funding Sources: 199 - General - 1400.00						
2) Teachers will participate in Top 20 Master Teacher training to utilize social learning emotional components in the classroom.	2.4, 2.6	Teachers	Increased academic achievement			
Funding Sources: 211 - Title I, Part A - 1400.00						
3) Teachers will participate in Lead4ward data training to better serve students in the area of Writing and Science.	2.4, 2.5, 2.6	Teachers, Administration	Increased knowledge of student needs and increased assessment scores in the area of Writing and Science.			
Funding Sources: 211 - Title I, Part A - 1500.00						
4) SCEI coaches will attend PLC (Solution Tree) training to increase the effectiveness of teacher lesson delivery, analysis of student data and creating targeted assessments.	2.4, 2.5, 2.6	SCEI coaches, teachers, administration	Increased student achievement by 10% in all content areas.			
Funding Sources: 211 - Title I, Part A - 3300.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 1: By the end of the 2018-19 school year, Chester E. Jordan Elementary will increase to 8 partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 1: End of year surveys, agendas and documented family night events

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Will continue for next year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Parent liaison will seek out Partners in Education to support our students' learning.	3.1, 3.2	Parent Liaison ILT	Business logs			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						










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

Performance Objective 2: For the 2018-19 school year, Chester E. Jordan will host school functions to improve parental involvement.

Evaluation Data Source(s) 2: Sign-in sheets

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Will continue for next year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) Chester Jordan will provide snacks, refreshments and other items.</p>	3.2	Parent Liaison, Administrative staff	Increased parental involvement directly affecting student academic success.			
Funding Sources: 211 - Title I, Part A - 1400.00						
<p>Critical Success Factors CSF 5</p> <p>2) Chester Jordan will provide office supplies for parents to be involved in school crafts.</p>	3.2	Parent Liaison, administrative team	Increased parental involvement directly affecting student academic success.			
Funding Sources: 211 - Title I, Part A - 1300.00						
 = Accomplished  = No Progress  = Discontinue						







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

Performance Objective 3: For the 2018-19 school year, Chester E. Jordan Elementary will provide curb side breakfast and information in the Fall (August) and Spring (February).

Evaluation Data Source(s) 3: Inventory sheets

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Will continue next year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Chester Jordan will provide informational meetings for parents on a periodic basis during the 2018-2019 school year.	3.2	Campus Principal Parent Liaison	Increased parental involvement directly affecting student academic success.			
	Funding Sources: 211 - Title I, Part A - 750.00					
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 4: For the 2018-19 school year, Chester E. Jordan Elementary will increase the participation of parent volunteers to 600 hours.

Evaluation Data Source(s) 4: Log-in volunteer minutes

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) During the 2018-2019 school year, Chester Jordan will provide a variety of opportunities for parents to attend structured meetings and volunteer at the campus in a wide range of activities.	3.1, 3.2	Campus Principal Parent Liaison	Increased parental involvement directly affecting student academic success.			
= Accomplished = No Progress = Discontinue						

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

Performance Objective 1: For the 2018-19 school year, 100% of Chester E. Jordan Elementary teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth (after school, Saturdays, Intersession and during the school day, all as needed).

Evaluation Data Source(s) 1: Students sign in sheets, teacher sign in sheets and data from each student

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: Will continue for next year

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students in all levels, at-risk and/or in need, "approaches" "meets" and "master" grade level will participate in academic enrichment tutoring conducted after school, intersessions, and summer.	2.4, 2.5, 2.6	ILT, SCE-I, teachers	Increased academic achievement in by 60 students in all grade levels according to district and state assessments.			
Funding Sources: 211 - Title I, Part A - 31110.00, 199 - General Fund: SCE - 54672.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: For the 2018-19 school year, Chester E. Jordan will increase their student achievement to 60 students in the "meets" and "masters" grade level in grade Pre-K- 5th.

Evaluation Data Source(s) 2: Data analysis reports

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Will continue for next year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) A wide range of tutorials and enrichment activities offered during the day and during extended hours will be made available in order for students to make expected yearly progress on student assessment performance.	2.4, 2.5, 2.6	Campus Principal SCEI Coach Teachers	Increased passing rate on STAAR assessments, to include the meets and masters achievement levels.			
	Funding Sources: 211 - Title I, Part A - 12000.00					
= Accomplished = No Progress = Discontinue						

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	2	1	Teachers will participate in a Alice Nine grammar training so that students use a structured editing and revising grammar model.
2	2	4	Students will answer open-ended questions in writing in the Science lab to increase their critical writing skills. At risk aide will support at-risk students in Science/Writing lab.
2	2	5	Bilingual funds will be used to buy laptops to increase the technology devices per student for supplemental instruction.

State Compensatory

Budget for Chester E. Jordan Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.128.30.18.000.6119.	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$288,456.77
199.12.128.30.00.000.6129	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,179.66
199.11.6118.00.128.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$9,087.50
199.11.6118.00.128.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$45,702.50
199.11.6119.00.128.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$121,143.00
199.11.6119.00.128.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$116,171.00
199.32.6119.00.128.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$58,904.00
199.12.6129.00.128.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,044.00
199.11.6141.00.128.7.30.0.00.	6141 Social Security/Medicare	\$1,757.00
199.11.6141.00.128.7.30.8.00.	6141 Social Security/Medicare	\$1,660.00
199.12.6141.00.128.7.30.0.00.	6141 Social Security/Medicare	\$117.00
199.32.6141.00.128.7.30.0.00.	6141 Social Security/Medicare	\$854.00
199.11.6142.00.128.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.128.7.30.8.00.	6142 Group Health and Life Insurance	\$13,242.00
199.12.6142.00.128.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.32.6142.00.128.7.30.0.00.	6142 Group Health and Life Insurance	\$6,621.00
199.11.6143.00.128.7.30.8.00.	6143 Workers' Compensation	\$506.00
199.12.6143.00.128.7.30.0.00.	6143 Workers' Compensation	\$35.00
199.32.6143.00.128.7.30.0.00.	6143 Workers' Compensation	\$260.00
199.11.6143.00.128.7.30.0.00.	6143 Workers' Compensation	\$535.00
199.11.6146.00.128.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$2,262.00

199.11.6146.00.128.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$25.00
199.11.6146.00.128.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$1,290.00
199.11.6146.00.128.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$693.00
199.12.6146.00.128.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$43.00
199.32.6146.00.128.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$913.00
199.32.6149.00.128.7.30.0.00.	6149 Employee Benefits	\$752.00
199.11.6149.00.128.7.30.0.00.	6149 Employee Benefits	\$1,445.00
199.11.6149.00.128.7.30.5.00.	6149 Employee Benefits	\$24.00
199.11.6149.00.128.7.30.8.00.	6149 Employee Benefits	\$1,555.00
199.11.6149.00.128.7.30.9.00.	6149 Employee Benefits	\$852.00
199.12.6149.00.128.7.30.0.00.	6149 Employee Benefits	\$120.00
6100 Subtotal:		\$705,802.43
6200 Professional and Contracted Services		
199.32.6299.99.128.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
6200 Subtotal:		\$17,500.00
6400 Other Operating Costs		
199.11.6494.00.128.7.30.9.00.	6494 Reclassified Transportation Expenses	\$1,300.00
6400 Subtotal:		\$1,300.00

Personnel for Chester E. Jordan Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jacob Colleng	At-Risk Instructional Aide	SCE	1
Maria Chavez	Library Aide	SCE	.50
Martha Kaudaissy	Interventionist	SCE	1
Rosa Serrato	SCEI Coach	SCE	1
Sonia Gutierrez	SCEI Coach	SCE	1
William Barde	CSR Teacher	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>
Christina Saldivar	Parent Liaison	Title I	1
Norma Bustillos	Instructional Aide	Title I	1
Rosa Hernandez	TIA	Title I	1

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	ASCA conference		\$1,500.00
3	2	1	T-TESS flipcharts		\$1,400.00
Sub-Total					\$2,900.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$54,672.00
Sub-Total					\$54,672.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$30,000.00
2	1	2			\$11,000.00
2	1	3			\$10,000.00
2	1	4	Books of the month		\$20,478.00
2	1	5			\$2,395.00
2	1	6	Movie Licensing		\$433.00
2	1	7	Alice Nine Online Subscription		\$1,700.00
2	1	8			\$10,000.00
2	1	9			\$1,000.00
2	1	10			\$4,000.00
2	1	11			\$500.00
2	2	1			\$6,400.00
2	2	3			\$2,500.00
2	2	4	At risk aide		\$25,000.00
2	2	5			\$15,000.00

2	3	2			\$6,200.00
2	3	3			\$6,000.00
2	3	4			\$22,000.00
2	4	1			\$15,000.00
2	4	2			\$4,500.00
3	2	2			\$1,400.00
3	2	3			\$1,500.00
3	2	4	Title 1		\$3,300.00
4	2	1	snacks, refreshments		\$1,400.00
4	2	2			\$1,300.00
4	3	1			\$750.00
5	1	1			\$31,110.00
5	2	1			\$12,000.00
Sub-Total					\$246,866.00
Grand Total					\$304,438.00