

# Socorro Independent School District

## Purple Heart Elementary

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Postsecondary Readiness



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

# Mission Statement

We believe that college begins in Kindergarten!

We commit to educate and prepare all students by developing critical thinking and establishing college readiness for the 21st century. We will promote partnerships, instill integrity, respect diversity, and inspire children to become heartfelt heroes leading future generations.

# Vision

Tomorrow's Leaders Learning Today

The staff at Purple Heart is committed to meeting our goals and providing our students with the highest quality of education. It is our vision to reach exemplary standards in all that we do while providing our students with a safe and motivating learning experience that will prepare them for the 21st century. We truly want to provide students with a well-rounded educational experience which is why we will always nurture the arts and athletics in addition to our instructional programs. We also realize that we cannot do this alone and encourage our community to join us in our efforts.

Our theme this year is PHE- No Place I'd Rather Be! Kind Hearts, Brave Spirits, Fierce Minds and our theme song is "Rather Be". We are committed to providing a learning environment that is collaborative in nature and one where every stake holder leaves at the end of each day saying they had the best day of their life!

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# Table of Contents

Comprehensive Needs Assessment .....	5
Needs Assessment Overview .....	5
Demographics .....	6
Student Academic Achievement .....	8
School Processes & Programs .....	12
Perceptions .....	15
Comprehensive Needs Assessment Data Documentation .....	18
Goals .....	19
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. ....	18
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. ....	22
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. ....	40
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. ....	48
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. ....	52
Comprehensive Support Strategies .....	58
State Compensatory .....	59
Budget for Purple Heart Elementary: .....	59
Personnel for Purple Heart Elementary: .....	61
Title I Schoolwide Elements .....	62
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	62
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	62
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	62
Title I Schoolwide Element Personnel .....	63
Campus Improvement Team .....	64
Campus Funding Summary .....	65

# Comprehensive Needs Assessment

## Needs Assessment Overview

Our Mission:

We believe that college begins in Kindergarten!

We commit to educate and prepare all students by developing critical thinking and establishing college readiness for the 21st century. We will promote partnerships, instill integrity, respect diversity, and inspire children to become heartfelt heroes leading future generations.

The staff at Purple Heart is committed to meeting our goals and providing our students with the highest quality of education. It is our goal to reach exemplary standards in all that we do while providing our students with a safe and motivating learning experience that will prepare them for the 21st century. We truly want to provide students with a well-rounded educational experience which is why we will always nurture the arts and athletics in addition to our instructional programs. We also realize that we cannot do this alone and encourage our community to join us in our efforts. Our theme this year is PHE GRIT and our theme song is “Keep Your Head UP”. We are committed to providing a learning environment that is collaborative in nature and one where every stake holder leaves at the end of each day saying they had the best day of their life!

# Demographics

## Demographics Summary

Our student population is 5.56% African-American, 1.15 % Asian, .25% Pacific Islander, 83.8%% Hispanic, 6.92% White, 54% male and 46% female, 46% At-Risk and an Economically Disadvantaged population of 74%. Our military population is currently 18%, an increase of 3% from last school year. This is a growing community right in the back yard of our military base, Ft. Bliss, and this population is expected to continue to increase. In 2018-2019, Purple Heart will serve approximately 240 English Language Learner students, 3 migrant students, 27 students in the Gifted and Talented program, 179 military students and 127 students will be served through special education. Our total school enrollment is expected to be approximately 850 students.

Our School-wide Title I program consists of the use of a Community In Schools (CIS) Coordinator and a Master Social Worker who will promote parental engagement throughout the school year. We also have a Title 1 instructional assistant and Bilingual Temporary Instructional Assistants who will work with identified groups of students in need of intervention or acceleration throughout the day. Our Start the Day Off Right Lab before school hours will offer acceleration in Math and Reading through the use of Istation, IXL, Lexia and other academic acceleration programs. Students will be provided instructional acceleration after school and during the intersession breaks. Our State Compensatory Program (SCE), consists of one academic coach who trains and supports teachers with best classroom practices for assisting at-risk students. Our coach provides staff development, models best teaching practices, and works with small groups of at-risk students.

The site-based decision-making team came together to revisit our mission statement and to identify resources that are needed for every grade level. We also reviewed our data at our PLC's to develop our next steps for our campus plan. Included in this plan is the input teachers gave regarding our needs for the 2018-2019 school year.

## Demographics Strengths

One area of strength is that we have a very diverse community which promotes an accepting culture as well as a culture of learning. We strive to support this learning through our Book of the Month, community outreach opportunities, Social and Emotional Learning/Positive Behavior Interventions and Supports as well as identified historical moments that allow us to expand. We are a designated Purple Heart school by the Military Order of the Purple Heart. This honor has afforded us several opportunities to participate in a variety of activities which bring about awareness for the women and men who have served our

country and for those that continue to do so.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We continue to be an overflow campus and for the 2017-2018 school year, we received over 240 new students to PHE with 120 in 3rd-5th grades. We still anticipate this movement and instability for the 2019-2019 school year. **Root Cause:** An intense Reading Intervention support is needed to fill in gaps of our newer students. A specific plan targeting these identified students was not executed in a manner of time to significantly impact student progress.

**Problem Statement 2:** During the 2017-2018 school year our attendance rate was consistently below our 98.2% goal. We continue to increase student incentives, make home visits and provide opportunities for students to make up loss of credit. Our overall percentage for the year was 96.61. **Root Cause:** Our lowest attendance grade level is our Pre-K with 94.96%. Our kindergarten attendance for the year was 96.16%. It will be imperative that we stress the importance of attendance with these grade levels in particular.

# Student Academic Achievement

## Student Academic Achievement Summary

The students who came to Purple Heart Elementary School in 2015 are mostly students that have attended Socorro ISD schools (Hurshel Antwine and Chester Jordan). These students have been exposed to the best practices that are expected at every campus. We gathered the data from the students before they arrived at PHE and collected and monitored additional data throughout our first year together and our second year. New students to our campus this year increased our enrollment by about 250 students. The majority of these students belong to our sister schools in the district where they don't have the room to accommodate them. These students come to us from James P. Butler and Lujan-Chavez; however, they have not attended these schools.

Overall, based on a variety of assessments, our students are making gains in all areas. With focused intervention before, during and after school as well as attention to fine tuning our planning and pacing, we have found our students are responding and meeting the standards that are set. Our use of best practices such as Kagan-Cooperative Learning, The Fundamental 5, Balanced Literacy, Guided Math, PBL, as well as our consistent walk-through process has created consistency and increased student performance.

With our mobility rate impacting stability we have found the need to close achievement gaps in reading in an expeditious manner for any students we receive. We will purchase the Reading Intervention Program from Fountas and Pinnell which is a 12 week intervention program intended for specific students whose gaps need to be addressed quickly in order for success to take place. The purchasing of this program does include Professional Development and the materials for this pull-out support.

This school year we will implement our Vertical Teams in an effort to increase alignment. We will meet in August to identify our essentials at every grade level as well as non-negotiable resources to be used at each grade level. Our vertical teams will be responsible for a school-wide initiative as well as a community event. We will continue to analyze our data and implement strategies as the needs arise. These initiatives will continue in an effort to increase our students' knowledge and understanding across all content areas.

This year we will continue the year with the focus on goal setting. Each student will have a goal sheet. They will keep track of their goals and share their progress with parents at student-led conferences throughout the year. Classroom goals will also be set for each common assessment and all benchmark exams. Teachers and students will monitor their progress with some form of visual represented in the classroom.



This year we were a pilot campus for Student Learning Objectives with the T-TESS Evaluation system. We will train our whole staff on this process and implementation school-wide will begin for the 2018-2019 school year.

We will continue the implementation of best practices for 2018-2019 school year.

**Student Academic Achievement Strengths**

**2017-2018 STAAR Results:**

**STAAR:**

3rd grade: Math-81.5% approaches	59.7% meets	33.6% masters	Student achievement change- +2.9%
4th grade: Math-92.8% approaches	61.2% meets	33.1% masters	Student achievement change- +12.4%
5th grade: Math -89.2% approaches	41% meets	11.5% masters	Student achievement change- -5.3%
3rd grade: Reading-80.5% approaches	50% meets	23.7% masters	Student achievement change- -0.1%
4th grade: Reading-80% approaches	48.9% meets	23.7% masters	Student achievement change- +13.2%
4th grade: Writing- 66.7% approaches	42.6% meets	10.6% masters	Student achievement change- +6.9%
5th grade: Reading-74.8% approaches	42.4% meets	20.1 % masters	Student achievement change- -5.8%
5th grade: Science-75.4 % approaches	37.0% meets	13.0% masters	Student achievement change- -4.5%

**TELPAS: (2016-2017) Still waiting for these results for 2017-2018.**

<u>Grade:</u>	<u>Beginning:</u>	<u>Intermediate:</u>	<u>Advanced:</u>	<u>Advanced High:</u>
K-	79.17%	20.83%	0%	0%
1st	7.69%	28.21%	30.77%	33.33%
2nd	7.32%	21.95%	39.02%	31.71%
3rd	4.76%	28.57%	19.05%	45.24%
4th	0%	21.28%	46.81%	31.91%
5th	5%	10%	40%	45%

**Istation End-of-Year (2017-2018) data shows the following:**

Kindergarten:	Tier 1-60%	Tier 2-30%	Tier 3-10%
First Grade:	Tier 1-67%	Tier 2-21%	Tier 3-11%
Second Grade:	Tier 1-73%	Tier 2-12%	Tier 3-16%

**End-of-Year SISD Math Test Results:**

<u>Grade Level</u>	<u>Satisfactory</u>	<u>Advanced</u>
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Kindergarten	93.52%	66.67%
First Grade	95.76%	71.19%
Second Grade	85.61%	57.58%

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Based on our district writing results and our STAAR writing results, we have the need to continue our focus in the area of writing. This will be a topic of our vertical team planning. **Root Cause:** Our results show an inconsistency in classroom performance and grade level performance. This indicated gaps in instruction.

**Problem Statement 2:** About 47% ( an increase of 14% but not enough) of our Special Education population is meeting the Approaches standard for STAAR Reading. **Root Cause:** While we are implementing inclusive practices the need for intensive reading intervention is necessary to fill the gaps in reading instruction.

**Problem Statement 3:** For the 2016-2017 school year we had only 26% of our students EXIT the bilingual program in 5th grade. Our goal would be for those who have been in the program for several years to exit the program before Middle School. While our results are not in as of yet, this continues to be a goal for PHE. **Root Cause:** Reading scores for our ELL population indicate a need for additional support for our ELL students so they can meet EXIT criteria. We will implement a reading bookclub by our SCEI coach to target specific students that will benefit from this reading support.

**Problem Statement 4:** Our EOY Istation results indicated an average of 40% of our students in Tier 2 and Tier 3. **Root Cause:** We are implementing a balanced literacy block with an emphasis on guided reading to support the gaps in learning in these two Tiers of students.

**Problem Statement 5:** The preliminary percentage of our students meeting the Meets standards on STAAR is low compared to our district sister schools. **Root Cause:** Through our discussions in teams and as a SIT committee, we discussed that our students need more independent practice.

**Problem Statement 6:** The majority of our WIN classes are making slow gains. We must work with them weekly to assess and adjust instruction so that gains can be made at a faster rate. **Root Cause:** Through our discussions, we face students with motivation concerns and lack of confidence. So it will be imperative to continue with a focus on growth mindset as well as incorporate blended learning to its fullest.

**Problem Statement 7:** Based on our STAAR Science results, we have a need to strengthen and align our Science curriculum. **Root Cause:** We use a variety of resources for science instruction. Our vertical alignment teams will streamline the framework and the resources used to fill gaps in instruction.

# School Processes & Programs

## School Processes & Programs Summary

In 2013, all teachers in SISD received training in Kagan Cooperative Learning. We have seen an increase in student engagement in all classrooms. All teachers from PHE have been trained at this point and now only new teachers will need to attend. This best practice is part of our commitments and it is expected in daily lessons and observed with feedback during classroom walk-throughs.

We are a 21st Century Learning facility with a focus on the 4 C's: Collaboration, Critical Thinking, Communication, and Creativity. We will continue our own learning around these skills so that we can incorporate these strategies and best practices in our daily instruction.

We are an AVID campus and continue to build on this each year. We have a team of teachers that will continue their AVID training this summer at the District level. We will send another team to Dallas next summer.

Balanced Literacy will continue to be an area of focus as well as Guided Math. All teachers have experience with these lesson cycles and our schedules indicate an extended time for this. We will offer support in our Hero Academy classes (Differentiated Professional Development opportunities) monthly and during our PLC's. We will revisit The Daily 5 Balanced Literacy framework and will implement the first 5 weeks of this framework schoolwide.

All staff have received training from Sean Cain, author of the Fundamental Five. Implementing the elements from the Fundamental Five will ensure consistency with our instruction as a campus and as a district. This will be revisited during our Professional Development week and is included in our instructional framework. New staff members will need to receive this training.

All Kindergarten teachers will be trained with Johnny Can Spell this school year. This will ensure that our approach to providing phonics instruction is aligned and consistent. At this time all 1st and 2nd grade teachers have received this Johnny

Can Spell training. All new teachers to PHE will need this training.

We will continue to provide support in the area of writing for all teachers as writing will be expected throughout all content areas. Our PBL will integrate writing across the content areas. After analyzing our data, if teachers need additional training with Empowering Writers, this will be given to them.

We will also continue to provide the WIN program to a select group of students in 2nd-5th grades. This team of teachers receives valuable training and support in an effort to provide our WIN students with quality instruction to bridge gaps in learning.

Teachers will be receiving a one day training with the Master Teacher to support Social/Emotional Learning. We will also provide training in the PLC process and Student Learning Outcomes for T-TESS. We will follow up with this training in our PLC's on a regular basis.

Teachers will continue to come together to review data and plan for each nine week period. They will utilize TEKS Resource documents such as the Year-At-A-Glance and the Instructional Focus Document in order to identify the depth and specificity of the concept being taught. District scope and sequence documents will be introduced this school year and teachers will be implementing 3 and 6 weeks common assessments.

This school year we will start the year with our vertical team alignment. We will meet to identify the essentials of each content area and the resources we are committed to using in order to align our instruction from grade level to grade level.

We will begin our 2018-2019 school year with approximately 850 students- a decrease in population due to the opening of a new school; however, many of our students will be new due to the movement we receive from military families. The consistency with our staffing and best practices will allow us to build capacity and strengthen our instructional core.

### **School Processes & Programs Strengths**

We are very fortunate to have a very talented group of teachers who have several years of experience. The majority have had hands-on practice with Guided Reading and Guided Math. The majority of the teachers have received their training in SISD so this allows for consistency within our academic framework. As new teachers arrive, we will provide them with mentors to

support them as they develop best practices.

Our partnership with UTEP continues this school year with two methods courses being offered each semester. These students go into our classrooms and observe lessons as well as prepare lessons to teach to our students. We will also have another group of student teachers. Each semester we are fortunate to have approximately 10 student teachers.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our academic growth as a campus is not occurring in all subjects and grade levels at a desired rate indicating a need for a tighter alignment. **Root Cause:** Vertical team meetings need to occur more frequently with an emphasis on essentials for each grade level and aligned resources.

**Problem Statement 2:** Our student growth in our WIN classes is not progressing at the rate of other WIN programs district-wide. **Root Cause:** The need to plan with our WIN teachers regularly and monitor student progress in an effort to provide them exactly what they need is critical.

# Perceptions

## Perceptions Summary

We believe that "College Begins in Kindergarten" and that all that we do today, prepares them for their future. This belief is evident as we have begun a partnership with The University of Texas at El Paso. Each semester we not only host approximately 10-12 student teachers, but we also house classes here on campus from the Department of Education. These classes interact with our classrooms through observations and model lessons. This reciprocal message sent is powerful-we are all learners no matter what age...

Along with our strong academic framework, we also strive to keep our students safe at all times. The safety of our students and staff is our main priority and we know that in order for students to learn they must feel safe. Our building is designed so that all visitors must enter through the office and sign in using our Hall Pass system- a data base which requires identification and runs all visitors through a sex-offender data base. In addition to this we will have monthly safety drills which will provide everyone in our school community an opportunity to practice safety protocol should a need arise. Our assistant principal leads our safety team and incorporates a safety tip of the day on announcements each morning. Safety is also addressed in our monthly newsletter to parents and the community. All safety drills are conducted on time and with feedback.

We will also continue to offer the WATCH D.O.G.S. (Dads of Great Students) program. This program not only supports our safety plan but enhances our student academic performance as well.

Purple Heart opened its doors as a Positive Behavior Interventions and Support School (PBIS). PBIS promotes school-wide expectations with an emphasis on consistent classroom management. Teachers will continue to emphasize our HERO Expectations in their daily discussions and their Monday Morning Class meetings which integrate our Positive Behavior approach with the Olweus Bullying Program. We will monitor our referrals while promoting our expectations through the use and practice of our HERO expectations. We will continue to start each day with "Heroes, what do you have?" Students reply, "We have heart! We are Safe, Honest, Kind, and Smart. Hooah!" We have clear expectations for the bathroom, the hallways, the cafeteria, the playground, assemblies, and classrooms. Our character traits will be embedded in this along with our NO Bullying campaign. Our Positive Behavior Intervention and Supports Team presented our "Heroes Have Heart" campaign to the Region 19 area schools at the PBIS conference this Spring. We have one school counselor and one licensed Master Social Worker to support and provide resources for our school community.

This year we began a year-long study on Social and Emotional Learning which began with our # (hashtag) initiative: #mindfulmonday #gratituesday #wellnesswednesday #thoughtfulthursday and #freedomfriday. This summer all teachers in our feeder pattern will receive additional training in this area from the Master Teacher which involves a full day of training and we will purchase the materials for classroom lesson support. In addition to this, the school counselor and principal will be attending the School Counselors Conference which will also focus on Social and Emotional Learning. This is a very critical area to address as students who don't feel safe and secure will not be at their best to learn academically.

In addition to this, it is important to us that our students love to come to school and that they value learning. Each year we have a theme and this year our theme is UNSTOPPABLE-#Believe Our theme song is "I Believe". This brings us together with a common message. We know that when kids are happy in school the community is as well. Our goal is to bring our whole school community together as this school belongs to all of us so that student learning can be at its finest.

### **Perceptions Strengths**

PBIS has been very instrumental in creating a culture of clear expectations. We all speak the same language when it comes to redirecting students and we believe that that has contributed to the success of our campus culture our first year. We honor students for doing the right thing and deliberately place an emphasis on teaching these expectations. Students are acknowledged with "hearts of gold" tickets and are able to exchange them for items in our PBIS store or for other rewards with our Assistant Principals or lunch with the Principal.

Our Volunteer program has doubled in size due to a consistent Volunteer Coordinator position. This has had such a positive influence on our school all around and shows our community wants to be involved in the growth of our new school.

Our WATCH D.O.G.S. program continues to get great response at our kick-off events. Our goals are to increase the number of these volunteers daily.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** During the 2017-18 school year, we had approximately 10 WATCH D.O.G.S. that participated regularly. **Root Cause:** The need for a lead team of WATCH D.O.G.S. is needed in order to keep up with recruitment and follow-up.

**Problem Statement 2:** During the 2017-2018 school year, we had a 2% increase of students on Tier 3 behavior plans thus resulting in visits to our



alternative school and a placement into our Behavior Intervention Class. **Root Cause:** Due to the variety of needs of our new students, we are in need of additional training for teachers with students who need Tier 3 behavior interventions.

**Problem Statement 3:** Our last Campus Climate Survey indicated that approximately 50 students did not feel that they were treated with respect and marked disagree or strongly disagree with children treating them with respect. **Root Cause:** With new students arriving almost daily, it is imperative that we continue our SEL efforts with daily lessons on respect and following the golden rule. Our Hero2Hero Ambassador club was created to greet new students and introduce them to our Hero Expectations and our school culture.

# 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, Purple Heart will implement a plan of action to ensure that campus stakeholders feel safe at school and school events, increasing the number of students that strongly agree that they feel safe from 73% to 90%

**Evaluation Data Source(s) 1:** Climate survey given to students was given and the results were 90% or more who strongly agree

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will promote/implement our WATCH D.O.G.S. (Dads of Great Students) Program aka Heroes of the Hallway. This will include creating a LEAD WATCH D.O.G.S. Team. Two kick off meetings a year will be held in order to build participation and create the calendar.	3.1, 3.2	Administration, Teachers, Counselor	Daily Watch D.O.G.S. on campus.  Increase in participation and a decrease in safety incidents. Students of these volunteers will show an increase in their academic performance as well.			
2) We will implement our visitor check-in system where each visitor signs in through our security system that will run their identification through the national sex offenders registry.	2.4	Administration, Front Desk Clerk	All visitors will sign in and receive a badge. We will have notifications if someone occurs on the sex offenders list. Middle of the year reports will indicate that no one without an approved ID was allowed in our building. End of the year reports will indicate that no one without an approved ID was allowed in our building.			
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 2:** For the 2018-2019 school year, Purple Heart Elementary will have fulfilled 100% of all the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

**Evaluation Data Source(s) 2:** 100% scheduled drills were conducted in a timely manner with sign in sheets of trainings and recorded documentation of each drill conducted.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will meet monthly as a safety committee/SIT Committee to review our safety plan and to discuss the outcome of all drills.	2.4	Administration, Safety Committee, Teachers, all staff members	Our school community will know the difference between all drills and will be able to follow the protocol for each one.  Completion of drills/Accuracy of the drills Pass all intruder drills			
2) We will purchase additional radios for safety team to use during all drills and emergency situations.	2.4	Administration	Purchase orders  Drills will continue to be successful with an increase of accuracy each time.			
<b>Funding Sources:</b> 199 - General - 606.00						
3) Safety Audits will be conducted by Safety Team to ensure that all areas meet the standards as set by Fire Code and District Safety Audits.	2.4	Administration, Custodians, Safety Committee/SIT Committee	Safety Audits  Completion of drills/Accuracy of the drills Pass all 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 3:** For the 2018-2019 school year, the number of bullying-related incidents reported at Purple Heart Elementary will decrease by 3%.

**Evaluation Data Source(s) 3:** The number of reported bullying-related incidents at Purple Heart Elementary decreased by 3%.

**Summative Evaluation 3:**



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will have a Positive Behavior and Intervention Support Team that coordinates our HERO expectations for behavior for our campus. This is a positive approach to school-wide behavior and it supports The Master Teacher and Social and Emotional Learning initiatives.	2.4, 2.6	Administration, Teachers, all staff, Counselor, Parent Liaison	Teachers will enforce the school-wide expectations and students will follow the expectation which will result in fewer discipline referrals.  Our number of discipline referrals will continue to decrease as well as our number of bullying reports therefore increasing the number of students who feel safe at school.			
2) We will update our staff with training on our Positive Behavior and Intervention Support which includes behavioral expectations for every area of the building and an Anti-Bullying component. Light refreshments and snacks will be offered for all training.	2.4, 2.6	Administration, Teachers, Counselor, Social Worker, PBIS Team	Decrease in discipline referrals, nurse's office visits and reports of bullying. Survey results indicate that students feel safe on our campus in all areas.			
<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00						
3) Conduct Weekly Monday Morning Meetings which will have Social and Emotional classroom lessons from the Master Teacher and provide support to staff and students.	2.4, 2.5, 2.6	Administration, Counselors, CIS Coordinator, Teachers	Class Observations during this time.			
4) We will continue to enforce and monitor our HERO expectations and honor students with Heart of Gold tickets who are doing the right thing!	2.4, 2.6	Administration, Counselors, CIS Coordinator, Teachers	Decrease in discipline referrals, nurse's office visits and reports of bullying. Survey results indicate that students feel safe on our campus in all areas.			
5) We will provide our students and community additional support through the expertise and resources of a Master Social Worker.	2.4, 2.5, 2.6	Administration	Decrease in discipline referrals and an increase in parent requests for resources/support.			
<b>Funding Sources:</b> 199 - General Fund: SCE - 61547.21						
= Accomplished               = No Progress               = Discontinue						











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

**Performance Objective 1:** For the 2018-2019 school year and for 100% of our students, Purple Heart Elementary will continue to implement a College and Career Ready Strategic Plan.

**Evaluation Data Source(s) 1:** Purple Heart Elementary has implemented a College and Career Ready Strategic Plan for 100% of our students.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implementation of research-based best practices and materials such as but not limited to:  Daily 5-Balanced Literacy Book of the Month Johnny Can Spell Guided Math & Reading, Kagan Cooperative Learning Strategies PBL/Project Lead the Way Literature Circles Intervention Support Istation/Lexia IXL Math Book of the Month ELPS and SIOP strategies PBIS and The Master Teacher (Bullying Prevention) Data Analysis 9-week data analysis PLC's Inclusion practices STEMScopes Edusmart Mentoring Minds materials Empowering Writers WIN Academy AVID	2.4, 2.6	Administration, All Teachers, SCE-I Coach, Instructional Assistants	Sign-in sheets, agendas, classroom walkthrough observations, Instructional Rounds, Teacher Talks with data analysis.  Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.	 66%	 85%	
<p><b>Funding Sources:</b> 211 - Title I, Part A - 6200.00</p>						

<p>2) Provide intervention in Math, Reading, Writing, and Science throughout the school day, during intersession, and on Saturdays. Summer School Acceleration support will also be offered for students who did not meet grade level academic standards or attendance requirements. Transportation will be provided to qualified students.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration, Instructional Coach, Teachers, Instructional Aides to include the Library Aide</p>	<p>Teacher created intervention lesson plans, student attendance rosters, permission slips</p> <p>Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.</p>			
<p><b>Funding Sources:</b> 211 - Title I, Part A - 0.00</p>						
<p>3) Provide TEKS Resources as the primary curriculum that is directly aligned to the TEKS.</p>	<p>2.4, 2.6</p>	<p>Administration, SCEI coach, Teachers</p>	<p>Usage reports, Teacher Pacing Guides, Lesson Plans, Walk through observations</p> <p>STAAR performance, EOY assessment scores, increase student achievement</p>			
<p><b>Comprehensive Support Strategy PBMAS</b></p> <p>4) Our vertical alignment teams for ELAR, MATH, and SCIENCE, will meet periodically throughout the year to develop, revise, and analyze our essential standards as compared to our common assessments in an effort to manage our progress with those essential standards and essential resources.</p>	<p>2.4, 2.6</p>	<p>Vertical Alignment PLC members, SCEI Coach, Administration</p>	<p>By monitoring our progress with these identified essential standards, we will be able to refine our practices and fill in our gaps in an effort to increase student performance on STAAR and other common assessments. But most importantly, our students will be prepared for the next school year.</p>			
<p style="text-align: center;">  = Accomplished      = No Progress      = Discontinue </p>						

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





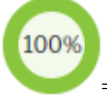


**Performance Objective 2:** For the 2018-19 school year, 100% of Purple Heart Elementary students, encompassing all special and subpopulations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

**Evaluation Data Source(s) 2:** 100% of Purple Heart Elementary students, encompassing all special and sub-populations, have been placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) We will ensure that all manipulatives and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students.	2.4, 2.5, 2.6	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids Books  Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 1500.00, 199 - General Fund: Bilingual - 1500.00		
<b>Comprehensive Support Strategy PBMAS</b> 2) We will provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide, and Library Aide to assist with intervention support for students not meeting grade level standards.	2.4, 2.5, 2.6	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans.  Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math.			
				<b>Funding Sources:</b> 199 - General Fund: SCE - 23251.05, 211 - Title I, Part A - 22698.31		
<b>Comprehensive Support Strategy PBMAS</b> 3) We will continue the implementation of the co-teaching classrooms with support facilitation and specialized support as well. Training in the areas of co-teach and autism will be provided this school year.	2.4, 2.5, 2.6	Administration, Special Education Teachers, Teachers, Instructional Assistants	Classroom Walk Through Observations, teacher created lesson plans, student intervention plans.  Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math. Special Education students will show improvement in all areas.			



4) We will ensure that all GT students have the opportunity to work together, work with their peers, and work individually in preparation for the GT showcase as well as TeamQuest competition.	2.4, 2.5, 2.6	Administration, GT coordinator, Teachers	Teacher generated Lesson Plans, walk-through data, student work  State assessment results, end of year grades, progress measures.			
	<b>Funding Sources:</b> 199 - General: Gifted and Talented - 750.00					
5) Classroom teachers will continue to document student interventions on the RTI intervention forms. They will also note progress monitoring results.	2.4, 2.5, 2.6	Classroom teachers, Administration, Counselor	Eduphoria Documentation, Intervention Logs  Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
 = Accomplished  = No Progress  = Discontinue						

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

**Performance Objective 3:** For the 2018-2019 school year, Purple Heart Elementary shall increase the level of instructional rigor across the core content areas to achieve an overall 5% improvement in student state assessment scores.

**Evaluation Data Source(s) 3:** Purple Heart Elementary has increased the level of instructional rigor across the core content areas, to achieve an overall improvement in student state assessment scores of at least 5% scoring all tests at

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>1) We will purchase additional technology to keep up with the demands of state testing and our intervention programs for math and reading. This will also allow us to ensure that all equipment is current and maintained. Purple Heart will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology such as the use of computers, IWB's, projectors/interactive projectors, printers, as well as, ink and toner cartridges for the printers, 17" flat panel monitors, Lap Top computers and headphones. The use of United Streaming, Brain Pop, Activotes, and other library media resources such as magazines, periodicals and library books will be used to support learning. Any additional resources and materials necessary for the WIN Academy classes will be purchased in an effort to keep technology updated to support Thrive Curriculum.</p>	2.4, 2.5, 2.6	Administration and Instructional Coach	<p>Each computer lab will be updated with new computers. Each classroom will have at least 2 computers and will have all IWB technology working and utilized throughout the day.</p> <p>Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, and science tests.</p>			
				<p><b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 5000.00, 199 - General Fund: Bilingual - 0.00</p>		
<p>2) We will provide one Data Analysis day and intervention planning day each 9 weeks for teachers to come together to plan vertically and horizontally. Teachers will analyze data, review best practices, receive professional development and create lessons for the following 9 week period.</p>	2.4, 2.5, 2.6	Administration and SCE-I Coach	<p>Sign-in Sheets, 9 week lesson plan, vertical alignment initiatives.</p> <p>Improved student performance in all academic areas on the final report card, end of year assessments including STAAR and other end-of-year performance checks.</p>			
				<p><b>Funding Sources:</b> 211 - Title I, Part A - 0.00</p>		

<p>3) We will purchase research based supplemental materials for Math, Science, Writing, and Reading for students to include but not limited to the following vendors:  AVID, Project Lead the Way (PLTW), Scholastic Leveled Readers, Education Galaxy, Curriculum Associates, ETA Hand2Mind Measuring Up, Mentoring Minds, ECS Learning Systems, Lonestar, Great Source, Empowering Writers, Forde-Ferrier, Peoples Education, Kamico, Lakeshore, Education Galaxy, Really Good Stuff, books from Barnes and Noble, Cinco Puntos Press, School Specialty and Office Depot as well as needed furniture/equipment to store supplies and materials.</p>	2.4, 2.5, 2.6	Administration and Instructional Coach	<p>Classroom walk-through observations, student work, Science Lab usage, teacher created lesson plans, and Interactive Student Notebooks.</p> <p>95% student success on STAAR and improved performance on end of the year final grades.</p>			
<p><b>Funding Sources:</b> 199 - General Fund: Bilingual - 0.00, 199 - General Fund : Special Education - 0.00, 211 - Title I, Part A - 10000.00</p>						
<p><b>Critical Success Factors</b>  CSF 1</p> <p>4) We will provide one class-sized reduction teacher in 5th grade in order to reduce the number of students in each class thus creating an environment in which all students can receive specific interventions and acceleration.</p>	2.4, 2.5, 2.6	Administration, SCE-I Coach	<p>Classroom walk-through observations, lesson plans, formative assessments.</p> <p>Improved student success on STAAR and end of year final grades.</p>			
<p><b>Funding Sources:</b> 199 - General Fund: SCE - 0.00</p>						
<p><b>Critical Success Factors</b>  CSF 1 CSF 3</p> <p>5) We will provide a stipend for all WIN teachers in order to provide additional support for identified at-risk students for extended day intervention.</p>	2.4, 2.5, 2.6	Administration, SCE-I Coach	<p>Classroom walk-through observations, lesson plans, formative assessments.</p> <p>Improved student success on STAAR and end of year final grades.</p>			
<p><b>Funding Sources:</b> 199 - General Fund: SCE - 0.00</p>						
<p>6) We will attend additional training for the implementation of Professional Learning Communities in an effort to implement this best practice with fidelity from this school year and beyond.</p>	2.6	Administration, SCE-I Coach	<p>Data driven decisions impacting student performance on all assessments.</p> <p>PLC agendas with minutes</p> <p>Improved student success on STAAR and end of year final grades.</p>			
<p><b>Funding Sources:</b> 211 - Title I, Part A - 2138.00</p>						
<p> = Accomplished     = No Progress     = Discontinue</p>						

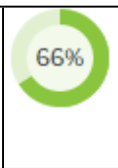
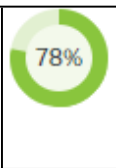



**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 4:** For the 2018-2019 school year, student state assessment scores in Reading will increase 5% from 74% to 79% as compared to the 2017-2018 state assessment scores.

**Evaluation Data Source(s) 4:** Student state assessment scores in Reading have improved by 5% making gains from 74% to 79%.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will purchase additional reading materials to ensure that Balanced Literacy components are implemented and fully supported with appropriate teaching materials to include books for Book of the Month, guided reading, read alouds, shared reading, and independent leveled readers, and reference materials such as dictionaries. Reading materials that represent all genres, specifically social studies and science based will also be purchased. Tumblebooks, Bookflix and Starfall Subscriptions will be purchased to enhance classroom instruction. Additional materials to support reading readiness for Pre-K will also be included.	2.4, 2.5, 2.6	Administration, SCE-I Coach	Classroom walk-through observations, teacher created lesson plans, model classroom observation.  Overall, improved student performance in the area of reading on STAAR and other state reading assessments. Increase in number of LEP exits at the end of the year.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00, 199 - General Fund: Bilingual - 0.00		
<b>PBMAS</b> 2) We will implement the use of a comprehensive intervention plan using temporary instructional aides, at-risk aides, bilingual aides, and library aide to assist classroom teachers with small group instruction for students who are not meeting grade level standards.	2.4, 2.5, 2.6	Administration, Instructional Coach, Teachers, Instructional Aides	Classroom walk-through observations, teacher created lesson plans, model classroom observation.  Overall, improved student performance in the area of reading on STAAR and other state reading assessments. Increase in number of LEP exits at the end of the year.			
				<b>Funding Sources:</b> 199 - General Fund: SCE - 0.00, 211 - Title I, Part A - 0.00		
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> 3) We will continue to implement a reading intervention program from Fountas and Pinnell intended to fill in reading gaps in a 12- week period of time.	2.4, 2.5, 2.6	Administration, Instructional Coach, Identified Teachers, Instructional Aides	Classroom walk-through observations, teacher created lesson plans, model classroom observation.  Overall, improved student performance in the area of reading on STAAR and other state reading assessments. Increase in number of LEP exits at the end of the year.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 10000.00		

4) We will provide ongoing professional development in the area of Balanced Literacy.	2.4, 2.6	Administration, Instructional Coach, Identified Teachers, Instructional Aides	Classroom walk-through observations, teacher created lesson plans, model classroom observation.  Overall, improved student performance in the area of reading on STAAR and other state reading assessments.			
 = Accomplished  = No Progress  = Discontinue						

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

**Performance Objective 5:** For the 2018-19 school year, student state assessment scores in Mathematics will increase by 5% from 85.2%-90.2% as compared to the 2017-18 state assessment scores.

**Evaluation Data Source(s) 5:** Student state assessment scores in mathematics have improved by 5% making gains from 85.2%- 90.2%

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will purchase materials in the area of Mathematics instruction that will support the classroom teacher and our instructional assistance with the teaching of the Math TEKS.	2.4, 2.5, 2.6	Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation  Improved student performance on end of the year report card, end of the year math assessment results, 100% of all students meeting the passing standard on the STAAR test.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00					
2) We will continue with ongoing professional development that supports the Guided Math Instruction and the implementation of the new Math TEKS.	2.4, 2.6	Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation.  Improved student performance on end of the year report card, end of the year math assessment results, 100% of all students meeting the passing standard on the STAAR test.			
= Accomplished                 = No Progress                 = Discontinue						

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

**Performance Objective 6:** For the 2018-2019 school year, 100% of our teachers will implement social studies curriculum through PBL practices.

**Evaluation Data Source(s) 6:** 100% of Purple Heart Elementary teachers have implemented social studies curriculum through PBL practices.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will purchase materials in the area of Social Studies instruction that will support the classroom teacher and our instructional assistance with the teaching of the Social Studies TEKS such as Studies Weekly and other materials that will support our PBL plans.	2.4, 2.5, 2.6	Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation  Improved student performance on end of the year report card, end of they year social studies assessment results.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 5349.00, 199 - General Fund: Bilingual - 1862.00		
2) We will continue with ongoing professional development that supports the Social Studies Instruction and the implementation of the new Social Studies TEKS.	2.4, 2.6	Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation  Improved student performance on end of the year report card, end of they year social studies assessment results.			
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 7:** For the 2018-2019 school year, student state assessment scores in Science will increase 5% from 81.1%-86.1% as compared to the 2017-2018 state assessment scores.

**Evaluation Data Source(s) 7:** Student state assessment scores in Science have improved by 5% making gains from 81.1%-86.1%.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will continue with the implementation of Science Lab instruction which includes lessons from STEMScopes co-taught by classroom teacher and SCE-I Coach. Grade levels will be scheduled at a given time to ensure the use of this lab with fidelity.	2.4, 2.5, 2.6	SCE-I Coach, Teachers, Instructional Assistants	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation.  Improved student performance on end of the year report card, end of the year Science assessment results, 100% of all students meeting the passing standard on the STAAR			
				<b>Funding Sources:</b> 211 - Title I, Part A - 7000.00		
2) We will purchase materials and equipment to keep our Science Lab current in order to complete all labs.	2.4, 2.5, 2.6	Administration	Lesson Plans, Walk-through observations  Improved student performance on end of the year report card, end of the year Science assessment results, 100% of all students meeting the passing standard on the STAAR.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00		
				= Accomplished	= No Progress	= Discontinue



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

**Performance Objective 8:** For the 2018-2019 school year, student state assessment scores in Writing will increase 7% from 63.6%-70.6% as compared to the 2017-2018 state assessment scores.

**Evaluation Data Source(s) 8:** Student state assessment scores in writing have improved by 7% making gains from 63.6%-70.6%.

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will purchase additional writing materials to ensure that Writers Workshop components are implemented and fully supported with appropriate teaching materials to include books for writing and reference materials such as dictionaries, thesaurus, and writing journals/composition notebooks	2.4, 2.5, 2.6	Administration, SCEI Coach	Classroom walk-through observations, teacher created lesson plans, model classroom observations  Overall student performance in the area of writing on STAAR and other writing assessments. Increase in number of LEP exits at the end of the year.			
<b>Funding Sources:</b> 211 - Title I, Part A - 1006.00						
<b>PBMAS</b> 2) We will provide ongoing professional development that supports Writers Workshop activities, implementation of Empowering Writers, and Autism strategies through training at Region 19 and other vendors such as Alice Nine Enterprises.	2.4, 2.6	Administration, SCEI Coach, Teachers	Lesson Plans, Walk-through observations, RtI and progress monitoring documentation.  Improved student performance on writing STAAR and other writing assessments. Increase in number of LEP exits at the end of the year. Improved behavior for students with Autism disorder.			
<b>Funding Sources:</b> 211 - Title I, Part A - 1700.00						
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 9:** For the 2018-2019 school year, student state assessment combined scores for economically disadvantaged students at Purple Heart will increase 5% from 70% - 75% as compared to the 2017-2018 state assessment scores.

**Evaluation Data Source(s) 9:** Student state assessment combined scores for economically disadvantaged students at Purple Heart have improved by 5% making gains from 70% - 75%.

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will ensure that all manipulatives and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students.	2.4, 2.5, 2.6	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids  Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 0.00						
2) We will provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide, and Library Aide to assist with intervention support for students not meeting grade level standards.	2.4, 2.5, 2.6	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans.  Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and EOY SISD Math Assessment.			
3) Classroom teachers will receive ongoing professional development to support classroom interventions in the identified areas of need.	2.4, 2.5, 2.6	Administration, SCE-I Coach, Teachers	Walk-throughs, Intervention Logs, Sign-In sheets  Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
4) Classroom teachers will continue to document student interventions on the RTI intervention forms. They will also note progress monitoring results.	2.4, 2.5, 2.6	Classroom teachers, Administration, Counselor	Eduphoria Documentation, Intervention Logs  Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 10:** For the 2018-2019 school year, student state assessment combined scores for Hispanic/Latino students at Purple Heart will increase 5% from 73% - 78% as compared to the 2017-2018 state assessment scores.

**Evaluation Data Source(s) 10:** Student state assessment combined scores for economically Hispanic/Latino students at Purple Heart have improved by 5% making gains from 73% - 78%.

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will Ensure that all manipulatives and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students.	2.4, 2.5, 2.6	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids Books  Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 3000.00, 199 - General Fund: Bilingual - 1000.00		
2) We will provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide ,and Library Aide to assist with intervention support for students not meeting grade level standards.	2.4, 2.5, 2.6	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans.  Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math.			
3) Classroom teachers will receive ongoing professional development to support classroom interventions in the identified areas of need.	2.4, 2.6	Administration, SCE-I Coach, Teachers	Walk-throughs, Intervention Logs, Sign-In sheets  Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
4) Classroom teachers will continue to document student interventions on the RTI intervention forms. They will also note progress monitoring results.	2.4, 2.5, 2.6	Classroom teachers, Administration, Counselor	Eduphoria Documentation, Intervention Logs  Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
= Accomplished               = No Progress               = Discontinue						

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

**Performance Objective 11:** For the 2018-2019 school year, student state assessment combined scores for students with Limited English Proficiency at Purple Heart will increase 8% from 52.8% - 60.8% as compared to the 2017-2018 state assessment scores.

**Evaluation Data Source(s) 11:** Student state assessment combined scores for students with Limited English Proficiency at Purple Heart have improved by 8% making gains from 52.8% - 60.8%.

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will ensure that all manipulative and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students.	2.4, 2.5, 2.6	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids Books  Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 0.00						
<b>PBMAS</b> 2) We will provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide ,and Library Aide to assist with intervention support for students not meeting grade level standards.	2.4, 2.5, 2.6	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans.  Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math.			
<b>Funding Sources:</b> 199 - General Fund: SCE - 0.00, 211 - Title I, Part A - 0.00						
3) Classroom teachers will receive ongoing professional development to support classroom interventions in the identified areas of need.	2.4, 2.5, 2.6	Administration, SCE-I Coach, Teachers	Walk-throughs, Intervention Logs, Sign-In sheets  Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
4) Classroom teachers will continue to document student interventions on the RTI intervention forms. They will also note progress monitoring results.	2.4, 2.5, 2.6	Classroom teachers, Administration, Counselor	Eduphoria Documentation, Intervention Logs  Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			










<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 5) Identified students will be given an opportunity to increase reading stamina and comprehension through participation in our book club.	2.4, 2.5, 2.6	Librarian, Library Aide	End of year reading assessments will indicate an increase in reading fluency and comprehension in all subject areas; therefore increasing the chances of exiting the bilingual program.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 6) Bilingual classroom teachers will be given additional training in the area of SIOP and ELPS.	2.4, 2.6	SCE-I Coach, Administration	Sign-in sheets and walkthrough observations.			
= 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 12:** For the 2018-2019 school year, student state assessment combined scores for students with Special Education indicator at Purple Heart will increase from 47% - 60% as compared to the 2017-2018 state assessment scores.

**Evaluation Data Source(s) 12:** Student state assessment combined scores for students with Special Education indicator at Purple Heart have improved to 60%.

**Summative Evaluation 12:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will ensure that all manipulatives and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students.	2.4, 2.5, 2.6	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids.  Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing, science tests.			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 0.00						
<b>PBMAS</b> 2) We will provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide ,and Library Aide to assist with intervention support for students not meeting grade level standards.	2.4, 2.5, 2.6	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans.  Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and EOY SISD math assessment.			
3) We will continue the implementation of the co-teaching classrooms with support facilitation as well.	2.4, 2.5, 2.6	Administration, Special Education Teachers, Teachers, Instructional Assistants	Classroom Walk Through Observations, teacher created lesson plans, student intervention plans.  Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and Think Through Math. Special Education students will show improvement in all areas.			


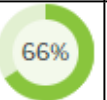



4) Classroom teachers will receive ongoing professional development to support classroom interventions in the identified areas of need.	2.4, 2.5, 2.6	Administration, SCE-I Coach, Teachers	Walk-throughs, Intervention Logs, Sign-In sheets Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 2000.00					
5) Classroom teachers will continue to document student interventions on the RTI intervention forms. They will also note progress monitoring results.	2.4, 2.5, 2.6	Classroom teachers, Administration, Counselor	Eduphoria Documentation, Intervention Logs Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
= Accomplished     = No Progress     = Discontinue						

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

**Performance Objective 1:** For the 2018-2019 school year, 70% of teachers will be evaluated at the proficient level (as measured by T-TESS, walk-throughs, etc.)

**Evaluation Data Source(s) 1:** 70% of Teachers have demonstrated the proficient level (as measured by T-TESS, walk-throughs, etc.)

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will continue walkthroughs (5 per week) with specific feedback through Eduphoria walkthrough forms and follow up discussions. Continue Power Walks and follow up dialogue- 20 per week.	2.4	Administration	Follow-up walkthroughs will show continued use of/implementation of previous best practice suggestions  TTESS Summative Evaluation			
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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 2:** For the 2018-2019 school year, Purple Heart Elementary will maintain 100% Highly Qualified teachers in all core academic subjects.

**Evaluation Data Source(s) 2:** All core academic teachers meet the 100% Highly Qualified status

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Purple Heart Elementary School teachers will receive an update on the TTESS appraisal system. Ongoing follow up training will be provided through out the school year. We will implement the use of Student Learning Outcomes to T-TESS this school year.	2.4	Administration	Agendas Sign-in sheets Surveys Student Assessment results Walkthrough data			
2) Purple Heart Elementary School teachers will all be trained in the 30 Hours for Gifted and Talented Certification and/or receive the 6 Hour Yearly Update. Ongoing follow up training will be provided through out the school year.	2.4, 2.5, 2.6	Administration, SCEI Coach, Teachers	Agendas Sign-in sheets Surveys Student Assessment results Walkthrough data			
3) Purple Heart Elementary School teachers will have ongoing follow up training for the Fundamental 5 strategies through out the school year.	2.4, 2.5, 2.6	Administration	Agendas Sign-in sheets Surveys Student Assessment results Walkthrough data			
4) Purple Heart Teachers will receive training in Empowering Writers and other researched based writing programs such as the ones Alice Nine Enterprises provides. Teachers will also receive ongoing training in the areas of Balanced Literacy and Guided Math instruction.	2.4, 2.6	Administration, SCEI Coach	Agendas, Sign-In sheets Walkthrough data Student assessment results			
	<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 3:** During the 2018-2019 school year, the number of professional development opportunities offered to Purple Heart Elementary employees will increase by 5% as compared to the 2017-2018 school year.

**Evaluation Data Source(s) 3:** Purple Heart Elementary employees were offered a 5% increase of professional development from prior school year.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Our on-site professional development will offer topics for staff development including PBL, data retrieval and analysis, intervention strategies and documentation, balanced literacy, Guided Math, technology use in the classroom, differentiated instruction, and guest speakers from the DSC. Light snacks will be provided.	2.4, 2.6	Administration, SCEI coach, counselor	Agendas Sign-in sheets Surveys  Student Assessment results Walkthrough data			
2) We will attend training on Lead4Forward to promote student academic progress and reinforce performance to meet and exceed state standards.	2.4, 2.6	Administration, SCEI Coach	Data driven decisions impacting student performance on all assessments.  Improved student success on STAAR and end of year final grades.			
<b>Funding Sources:</b> 211 - Title I, Part A - 1150.00						
= Accomplished                 = No Progress                 = Discontinue						








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


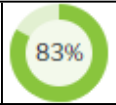



**Performance Objective 4:** During the 2018-2019 school year, the Purple Heart Elementary will provide funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to decrease the number of schools that did not meet system safeguard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

**Evaluation Data Source(s) 4:** Purple Heart Elementary has provided funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to decrease the number of schools that did not meet system safeguard indicators by 5, as compared to the 2017-2018 school year.

**Summative Evaluation 4:**

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

<p>1) Continue implementation of the research-based and data-driven staff development model through the use of:</p> <p>Daily 5-Balanced Literacy  Guided Math &amp; Reading,  Kagan Cooperative Learning Strategies  Differentiation of Instruction with Rigor  Depth of Knowledge levels of implementation  Literature Circles  Intervention Support  Istation/Lexia  Think Through Math  Thinking Maps  Book of the Month  ELPS and SIOP strategies  PBIS and Olweus Bullying Prevention  Data Analysis  9-week power planning  HERO Academy PD sessions  Teacher Tuesday Sessions  Inclusion practices  STEMScopes  Mentoring Minds materials  Empowering Writers  RTI process  Dyslexia support  OLPT/Norm Reference Testing  Vocabulary Development (Academic Vocabulary)  Common assessments  WIN Academy  AVID  Project Lead the Way</p>	2.4, 2.6	Administration, SCE-I Coach, Teachers	Purchase Orders, Sign-In Sheets, Agendas, Walk-throughs, Student work  95% student success on STAAR and improved performance on end of the year final grades.			
<p>2) We will provide instructional support to students through the use of Bilingual Temporary Instructional Aides, At-Risk Instructional Aide, and Library Aide</p>	2.4, 2.5, 2.6	Administration	Student Intervention Logs, Payroll Timesheets  Student performance on Final STAAR Assessments.			
<b>Funding Sources:</b> 199 - General Fund: Bilingual - 0.00						
<p>3) We will provide instructional support to students and teachers by providing one State Compensatory Education Instructional Coach.</p>	2.4, 2.5, 2.6	Administration	Student Intervention Logs, Payroll Timesheets  Student performance on Final STAAR Assessments.			
<b>Funding Sources:</b> 199 - General Fund: SCE - 57869.54						

<p><b>Comprehensive Support Strategy</b></p> <p>4) We will provide balanced literacy training through the use of district support staff and literacy experts.</p>	<p>2.4, 2.6</p>	<p>Administration, SCE-I Coaches, Teachers</p>	<p>Improvement in Reading results as assessed by milestones and STAAR.</p>			
<p><b>Funding Sources:</b> 211 - Title I, Part A - 2000.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

**Performance Objective 5:** During the 2018-2019 school year, 100% of our bilingual teachers will receive SIOP training, and 100% of all special education and general education teachers will receive co-teaching training in order to improve student performance.

**Evaluation Data Source(s) 5:** 100 % of our bilingual teachers will be SIOP trained and 100% of our co-teachers have received co-teaching training.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p>1) All teachers will continue to be offered opportunities to be SIOP trained in order to implement strategies into classroom instruction. ELPS training will be provided and Exceptional Heroes will be identified in order to provide direct intervention support.</p>	2.4, 2.5, 2.6	Administration	<p>Emails to staff informing them of these opportunities.</p> <p>Increase in the number of teachers that receive additional certification.</p>			
<p>2) Teachers who work with identified special education children will be given opportunities to receive training in the area of co-teaching strategies from our district support staff as well as our campus team.</p>	2.4, 2.5, 2.6	Administration	<p>Emails to staff informing them of these opportunities.</p> <p>Increase in the number of teachers that receive additional certification.</p>			
<p style="text-align: center;">  = Accomplished                = No Progress                = Discontinue         </p>						

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

**Performance Objective 6:** By the end of the 2018-2019 school year, 100% of Purple Heart Elementary teachers will be familiar with the requirements of House Bill 5.

**Evaluation Data Source(s) 6:** 100% of the campus staff are aware of House bill 5 requirements

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All staff members will receive an update on the requirements of House Bill 5 during a staff meeting or grade level meeting. New updates and follow up training will be provided through out the school year.	2.4, 2.6, 3.1, 3.2	Administration	Teachers will be well informed and will share expectations for attendance with students and parents.  Attendance Documentation			
2) All classroom teachers will embed the grade level identified endorsement into their PBL projects. Guest speakers and field trips will be tied to the grade level endorsements.  Kinder and 1st: Public Service 2nd: Arts and Humanities 3rd: Business and Industry 4th: Multidisciplinary Studies 5th: STEM	2.4, 2.5, 2.6, 3.1, 3.2	All teachers, Administration, Counselor	Projects  Students will be able to present their projects to their peers and make connections to their endorsements.			
= 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, Purple Heart Elementary will increase the number of collaborative educational involvement activities and events for parents and community members by 3% as compared to the to the prior school year, to promote teamwork and unity in the education of students.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will provide an opportunity for parents to learn about House Bill 5 and all that it encompasses. Create a flyer to help parent understand House Bill 5 and the different pathways.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselor, CIS	Parents will be well informed and will follow guidelines stated in House Bill 5. Blackboard callouts and drive-through breakfast with handouts will be completed to keep parents up to date.			
2) We will provide a Community in Schools Coordinator who will facilitate scheduled classes and events on a variety of topics requested by the community with the goal of improving student achievement and family unity. Family health and proper nutrition will be discussed through specific curriculum. Guest speakers from our community will be invited to share important information regarding selected topics. (Light refreshments/snacks will be served. ) Also, they will work hand in conjunction with our counseling department to meet student needs and support families.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselor, CIS Coord.,	Agendas, weekly logs, parent newsletters, sign-in sheets  Increase in parental involvement and end-of-year surveys will reflect satisfaction with our campus services.			
<b>Funding Sources:</b> 211 - Title I, Part A - 17500.00						
3) We will provide opportunities for our parents to attend training that will promote their roles in our schools. The Counseling Team and CIS Coord will need to be up-to-date with the latest in technology and equipment in order to accomplish this goal. The liaison will also need to be able to purchase supplies for trainings that she is providing to our parents.	3.1, 3.2	Administration, Counselor, Social Worker, and CIS	Agendas, weekly logs, parent newsletters, sign-in sheets  Increase in parental involvement and end-of-year surveys will reflect satisfaction with our campus services.			
<b>Funding Sources:</b> 211 - Title I, Part A - 500.00						



4) We will provide opportunities for our parents and community to be engaged in school-wide activities such as our SIT committee, WATCH DOGS, PBL, Partners in Education, Holly Jolly Heroes Literacy Night, Fall Into Technology Night, Science Night, Open House, Fall Festival, etc...	3.1, 3.2	Administration, Counselor, Social Worker, and CIS	Agendas, Sign-In Sheets  Increase in parental involvement and the roles they play on our campus.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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

**Performance Objective 2:** For the 2018-2019 school year, Purple Heart Elementary will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 4%.

**Evaluation Data Source(s) 2:** The number of notifications sent from the district and the campuses were increased by 4% in efforts of bolstering communication between parents and schools.

**Summative Evaluation 2:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Include PIE businesses in the recipients of monthly newsletters and calendar of upcoming events		Administration PIE committee	Mail out log Sign In log/ PIE attendance at events			
2) Notices will be sent out to the parents and community of important information and the upcoming events.		Administration PIE committee	Mail out log Sign In log/ PIE attendance at events			
= 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 2018-2019 school year, the District will increase the number of customer service training sessions by 2% to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 3:** Customer service training increased by 2% from the 2016-17 to 2017-18 school year.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Team building and customer service skill activities will be implemented during the early release days for all cross guards, parent volunteers, monitors and office staff. Light refreshments will be served during these sessions.		Administration	Sign in sheets Agendas  Fewer customer service complaints and increased membership in volunteer program			
 = Accomplished  = No Progress  = Discontinue						

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

**Performance Objective 1:** For the 2018-2019 school year, 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:** At Purple Heart Elementary, 70% of all students in all subgroups have met district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will ensure that funds are available to provide tutorials in Math, Reading, Writing, and Science throughout the school day, during intersession, and on Saturdays, and in the summer. Transportation will be provided to qualified students.	2.4, 2.5, 2.6	Administration	Teacher created intervention lesson plans, student attendance rosters, permission slips.  Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.			
				<b>Funding Sources:</b> 199 - General Fund: SCE - 0.00		
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 2:** During the 2018-2019 school year, Purple Heart Elementary 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:** Purple Heart Elementary has ensured that 100% of teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) All teachers will provide intervention and acceleration support during the school day and students will be offered additional support before school, after school, intersession camps, and summer school. Teacher will provide extended day instruction in the WIN Academy.	2.4, 2.5, 2.6	Administration, SCE-I Coach, Teachers, Instructional Assistants	Walk-through observations, sign-in sheets, permission slips, student work, lesson plans  Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.			
				<b>Funding Sources:</b> 199 - General Fund: SCE - 0.00		
2) We will provide materials and opportunities for students to compete in UIL Academic events as well as other academic events that promote STEM at the local, state, and national level such as Robocom, Destination Imagination, Science Fair, etc.	2.4, 2.5, 2.6	Administration, UIL Coordinator, Counselor, Librarian, Teachers	Student Sign In Sheets for Practice, Student Interest  Student performance at final local, state, and national competitions.			
				<b>Funding Sources:</b> 199 - General - 3830.00		
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 3:** For the 2018-2019 school year, Purple Heart Elementary leaders will increase, by 5%, 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:** Purple Heart Elementary leaders have increased, by 5%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Our monthly PD sessions and weekly PLC's will be provided in order to offer targeted Professional Development to meet the needs of our campus. All teachers are invited; however, any teacher in need of extra assistance will be asked to attend these professional development opportunities. WIN Academy Teachers will be provided professional development to meet the needs of this initiative.	2.4, 2.5, 2.6	Administration, SCEI Coach, District Support Teams	Agendas, Sign-in sheets, Walk-through observations			
			Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00						
2) Teachers will be provided training based on their needs in order for them to support in local, state, and national competitions such as Robocom, Destination Imagination, Science Fair, etc.	2.4, 2.5, 2.6	Administration, SCEI Coach, District Support Teams	Agendas, Sign-in sheets			
			Student performance in final local, state, and national competitions.			
<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 0.00, 199 - General: Gifted and Talented - 0.00						
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 4:** During the 2018-2019 school year, Curriculum and Instruction personnel will increase the number of data feedback sessions for each campus by 2, to provide further support and resources.

**Evaluation Data Source(s) 4:** Curriculum and Instruction personnel have increased the number of data feedback sessions for each campus by 2, to provide further support and resources.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will meet with teachers during PLC's and during our Teacher Data Talks/T-TESS data conferences to review our data from a variety of resources and create plans for our next steps. All data will be posted in our data rooms to guide our discussion. Data will be updated as soon as possible to adjust instruction on a timely manner.	2.4, 2.5, 2.6	Administration, SCE-I Coach	Sign-In Sheets, Agendas, Data Rooms, Teacher Data Talks documentation, student goal sheets, Walk-through observations.  Students and teachers will have met their goals on all end of year assessments to include STAAR.			
<b>Funding Sources:</b> 199 - General - 0.00						
2) We will continue to utilize support from the District Service Center to observe our practices and offer us feedback for growth based on these observations. This feedback will be added to our professional development plans. We will also seek support for all grade levels.	2.4, 2.6	Administration, SCE-I Coach, District C & I, Teachers	Walk-through observations, Agendas, Sign-In sheets  Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished                 = No Progress                 = Discontinue						

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

**Performance Objective 5:** During the 2018-2019 school year, school personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 5% as compared to the 2017-2018 school year.

**Evaluation Data Source(s) 5:** School personnel have actively engaged parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 5% as compared to the 2015-2016 school year.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will continue to provide opportunities for parents to become actively engaged in their child's education by working with as a team to ensure their child's academic and behavioral success. (Student-Led conferences, Math and Science Night, Gift of Reading Night, WATCH D.O.G.S., etc...)	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Counselor, Parent Liaison, Teachers	Parent Participation Sign-In Sheets, Agendas  An increase in parent involvement will impact our student achievement and we will see an increase in student achievement on all end of the year data.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
= Accomplished                = No Progress                = Discontinue						



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

**Performance Objective 6:** For the 2018-2019 school year, student attendance will increase by 1% from 96.59% to 97.5% by the end of the school year.

**Evaluation Data Source(s) 6:** Student attendance rate increased by 1% making gains from 96.59% to 97.5%

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will work alongside our Partners in Education and purchase awards and incentives to motivate students in all academics areas, attendance, and positive behavior.	2.4, 2.6	Administration	Purchase orders  State assessment results, end of the year grades, attendance			
	<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
2) We will implement a school wide attendance campaign. Our school wide daily attendance goal is 98.2%. Classes are acknowledged on the morning announcements and if they reach their goal they earn a letter to spell HEROES HOOAH towards a free dress day. This is posted on our bulletin board for all to see.	2.4, 2.6	Administration, Teachers	Announcements and Bulletin Board  Increase in student attendance.			
	<b>Funding Sources:</b> 199 - General - 0.00					
3) We will keep a running graph of classes that reach 100% attendance. This graph will be displayed on a bulletin board and classes will be honored when they reach this goal.	2.4, 2.6	Teachers, Administration, Counselor, Parent Liaison	Bulletin Board with Graph  End of the Year increase in daily average attendance.			
	<b>Funding Sources:</b> 199 - General - 0.00					
4) We will work directly with Pre-K and Kindergarten teachers to specifically target the attendance and provide incentives for these grade levels on a weekly basis.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Teachers, Counselors	End of year increase in daily average attendance.			
= Accomplished                = No Progress                = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	4	Our vertical alignment teams for ELAR, MATH, and SCIENCE, will meet periodically throughout the year to develop, revise, and analyze our essential standards as compared to our common assessments in an effort to manage our progress with those essential standards and essential resources.
2	2	1	We will ensure that all manipulatives and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students.
2	2	2	We will provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide ,and Library Aide to assist with intervention support for students not meeting grade level standards.
2	2	3	We will continue the implementation of the co-teaching classrooms with support facilitation and specialized support as well. Training in the areas of co-teach and autism will be provided this school year.
2	4	3	We will continue to implement a reading intervention program from Fountas and Pinnell intended to fill in reading gaps in a 12-week period of time.
2	11	5	Identified students will be given an opportunity to increase reading stamina and comprehension through participation in our book club.
2	11	6	Bilingual classroom teachers will be given additional training in the area of SIOP and ELPS.
3	4	4	We will provide balanced literacy training through the use of district support staff and literacy experts.
3	5	1	All teachers will continue to be offered opportunities to be SIOP trained in order to implement strategies into classroom instruction. ELPS training will be provided and Exceptional Heroes will be identified in order to provide direct intervention support.
5	2	1	All teachers will provide intervention and acceleration support during the school day and students will be offered additional support before school, after school, intersession camps, and summer school. Teacher will provide extended day instruction in the WIN Academy.

# State Compensatory

## Budget for Purple Heart Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.00.131.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$2,220.00
199.11.6118.00.131.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$14,734.00
199.11.6118.00.131.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$21,780.00
199.11.6118.99.131.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$26,000.00
199.11.6119.00.131.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,869.00
199.11.6119.00.131.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$52,007.00
199.32.6119.00.131.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$46,165.00
199.11.6125.00.131.7.30.0.00.	6125 Salary Support - Locally Defined	\$14,100.00
199.11.6129.00.131.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$15,779.00
199.12.6129.00.131.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$8,044.00
199.11.6141.00.131.7.30.0.00.	6141 Social Security/Medicare	\$1,068.00
199.11.6141.00.131.7.30.8.00.	6141 Social Security/Medicare	\$753.00
199.11.6141.99.131.7.30.0.00.	6141 Social Security/Medicare	\$377.00
199.12.6141.00.131.7.30.0.00.	6141 Social Security/Medicare	\$117.00
199.11.6142.00.131.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.131.7.30.8.00.	6142 Group Health and Life Insurance	\$6,621.00
199.12.6142.00.131.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.32.6142.00.131.7.30.0.00.	6142 Group Health and Life Insurance	\$4,964.00
199.11.6143.00.131.7.30.0.00.	6143 Workers' Compensation	\$326.00
199.11.6143.00.131.7.30.8.00.	6143 Workers' Compensation	\$229.00
199.11.6143.99.131.7.30.0.00.	6143 Workers' Compensation	\$116.00

199.12.6143.00.131.7.30.0.00.	6143 Workers' Compensation	\$35.00
199.11.6146.00.131.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$1,302.00
199.11.6146.00.131.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$608.00
199.11.6146.00.131.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$710.00
199.11.6146.99.131.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$582.00
199.12.6146.00.131.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$43.00
199.32.6146.00.131.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$254.00
199.11.6149.99.131.7.30.0.00.	6149 Employee Benefits	\$390.00
199.12.6149.00.131.7.30.0.00.	6149 Employee Benefits	\$214.00
199.11.6149.00.131.7.30.0.00.	6149 Employee Benefits	\$828.00
199.11.6149.00.131.7.30.8.00.	6149 Employee Benefits	\$699.00
199.11.6149.00.131.7.30.9.00.	6149 Employee Benefits	\$915.00
<b>6100 Subtotal:</b>		<b>\$296,402.00</b>
<b>6300 Supplies and Services</b>		
199.11.6399.00.131.7.30.5.00.	6399 General Supplies	\$2,460.00
<b>6300 Subtotal:</b>		<b>\$2,460.00</b>
<b>6400 Other Operating Costs</b>		
199.11.6494.00.131.7.30.5.00.	6494 Reclassified Transportation Expenses	\$62.50
199.11.6494.00.131.7.30.9.00.	6494 Reclassified Transportation Expenses	\$2,287.50
<b>6400 Subtotal:</b>		<b>\$2,350.00</b>

## Personnel for Purple Heart Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arturo Escajeda	Social Worker	SCE	1
Beatriz Chavarri Cazaurang	WIN Teacher	SCE	.11
Christina Castanos	SCEI Coach	SCE	1
Christina Reynoso	CIS	SCE	.50
Dina Royval	WIN TIA	SCE	1
Dora Saavedra	At-Risk Instructional Aide	SCE	1
Erica Saldana	WIN Teacher	SCE	.11
Flora Burciaga	WIN Teacher	SCE	.11
Maribel Granados	WIN Teacher	SCE	.12
Ruben Castillo	CSR Teacher	SCE	1
Sumalla Trochett De Garcia	Library Aide	SCE	.50

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Reynoso	CIS	Title I	.50

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Phyllis Sully	Asst. Principal
Administrator	Claudia Ruiz	Asst. Principal
Classroom Teacher	Kathleen Stotler	PK Teacher
Classroom Teacher	Venessa Soto	1st grade teacher
Classroom Teacher	Maya Tischler	2nd grade teacher
Classroom Teacher	Angelica Hernandez	3rd grade teacher
Classroom Teacher	Daphne Hansen	4th grade
Classroom Teacher	Alyse Ramos	5th grade teacher
Non-classroom Professional	Dawn Rico	Librarian
Non-classroom Professional	Bea Issa	Counselor



# Campus Funding Summary

<b>199 - General</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Radios		\$606.00
2	3	1	technology suppllies such as bulbs		\$0.00
5	2	2	UIL/DI/Science Fair materials		\$3,830.00
5	3	2			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
5	6	2			\$0.00
5	6	3			\$0.00
<b>Sub-Total</b>					<b>\$4,436.00</b>
<b>199 - General Fund: SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Social Worker		\$61,547.21
2	2	2	At-Risk Aide		\$15,207.30
2	2	2	Library Aide		\$8,043.75
2	3	4	SCE-Teacher CSR		\$0.00
2	3	5	4 WIN Teacher Stipends (\$6500.00 each)		\$0.00
2	4	2			\$0.00
2	11	2			\$0.00
3	4	3	State Compensatory Education Instructional Coach		\$57,869.54
5	1	1			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					<b>\$142,667.80</b>
<b>199 - General Fund : Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	3	3	Research based materials		\$0.00
<b>Sub-Total</b>					\$0.00
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	light snacks		\$1,000.00
2	1	1	Research based materials		\$3,000.00
2	1	1	Lexia	211.11.131.24.00.000.6329.2119A	\$3,200.00
2	1	2	Intervention support		\$0.00
2	2	1	Manipulatives and other researched based materials		\$1,500.00
2	2	2	Temporary Instructional Aide		\$22,698.31
2	3	1		211.11.131.24.00.000.6399.2119A	\$5,000.00
2	3	2	Data Analysis/ Professional Development		\$0.00
2	3	3			\$10,000.00
2	3	6			\$2,138.00
2	4	1	Reading materials/subscriptions		\$3,000.00
2	4	2			\$0.00
2	4	3	LLI Reading intervention for identified at-risk students		\$10,000.00
2	5	1	math manipulatives/ materials		\$5,000.00
2	6	1	Studies Weekly		\$5,349.00
2	7	1	Stemscopes		\$7,000.00
2	7	2	Science Lab materials		\$5,000.00
2	8	1	Dictionaries, composition notebooks, writing materials		\$1,006.00
2	8	2	Empowering Writers		\$1,700.00
2	9	1			\$0.00
2	10	1			\$3,000.00
2	11	1			\$0.00
2	11	2			\$0.00
2	11	5	Reading materials		\$0.00

2	12	1			\$0.00
2	12	4	professional development resources		\$2,000.00
3	2	4			\$0.00
3	3	2			\$1,150.00
3	4	4			\$2,000.00
4	1	2	Light snacks for parents		\$17,500.00
4	1	3	supplies for parent training		\$500.00
5	3	1			\$0.00
5	3	2			\$0.00
5	5	1			\$0.00
5	6	1			\$0.00
<b>Sub-Total</b>					\$112,741.31

**199 - General Fund: Bilingual**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Manipulatives and other researched based materials		\$1,500.00
2	3	1	technology supplies such as bulbs		\$0.00
2	3	3	Researched based materials		\$0.00
2	4	1	Reading materials/subscriptions		\$0.00
2	6	1	Studies Weekly		\$1,862.00
2	9	1			\$0.00
2	10	1			\$1,000.00
2	11	1			\$0.00
2	12	1			\$0.00
3	4	2			\$0.00
<b>Sub-Total</b>					\$4,362.00

**199 - General: Gifted and Talented**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	GT materials		\$750.00

5	3	2			\$0.00
<b>Sub-Total</b>					\$750.00
<b>Grand Total</b>					\$264,957.11