

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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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 Pinnel 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:

Grade Level Satisfactory Advanced

| | | |
|--------------|--------|--------|
| 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.

Priority Problem Statements

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: Met Performance Objective

Next Year's Recommendation 1: We will continue Watch Dog Nights with an EOY Celebration.

| 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. | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div> | | | | | | |

Goal 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: We will still purchase additional radios for monitors to increase communication and safety.

| 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. | | | |
| Funding Sources: 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.

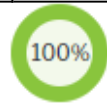
Performance Objective 3: For the 2018-2019 school year, the number of bullying-related incidents reported at Purple Heart Elementary will decrease by 3%.

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

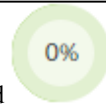
Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: We will introduce PBIS Videos on our weekly streamed broadcast, centered on targetted campus needs.

| 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. | | | |
| Funding Sources: 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. | | | |
| Funding Sources: 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.


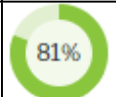
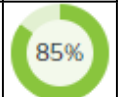



Evaluation Data Source(s) 1: Purple Heart Elementary has implemented a College and Career Ready Strategic Plan for 100% of our students.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: We will create checks and ballances to ensure fidelity of all in utilization of campus-wide resources and strategies. We will ensure the Vertical Alignment team meets 3 times a year.

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

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| <p>1) Implementation of research-based best practices and materials such as but not limited to:</p> <p>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 Lakeshore 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</p> | <p>2.4, 2.6</p> | <p>Administration, All Teachers, SCE-I Coach, Instructional Assistants</p> | <p>Sign-in sheets, agendas, classroom walkthrough observations, Instructional Rounds, Teacher Talks with data analysis.</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>Funding Sources: 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>Funding Sources: 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, SCE-I 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> |  |  |  |

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| <p>PBMAS</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> |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

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

Performance Objective 2: For the 2018-19 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: Met Performance Objective

Next Year's Recommendation 2: Teachers will bring student artifacts to RTI meetings to help track progress.

| 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. | | | |
| Funding Sources: 211 - Title I, Part A - 1500.00, 199 - General Fund: Bilingual - 1500.00 | | | | | | |
| PBMAS 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. | | | |
| Funding Sources: 199 - General Fund: SCE - 23251.05, 211 - Title I, Part A - 22698.31 | | | | | | |
| PBMAS 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. | | | |

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| 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. | | | |
| | Funding Sources: 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/materials for intervention will be purchased. | 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. | | | |
| | Funding Sources: 211 - Title I, Part A - 4000.00 | | | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |

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

Performance Objective 3: 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.

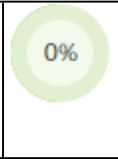
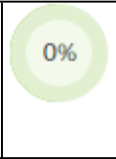
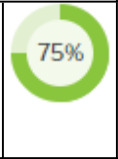
Evaluation Data Source(s) 3: Purple Heart Elementary has increased the level of instructional rigor across the core content areas, to achieve an overall improvement in student state assessment scores of at least 5% scoring all tests at




Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: We will provide academic recognition for progress to students.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
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| | | | | Oct | Jan | May |
| 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. | 2.4, 2.5, 2.6 | Administration and Instructional Coach | 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. 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. | | | |
| | | | | Funding Sources: 199 - General - 0.00, 211 - Title I, Part A - 5000.00, 199 - General Fund: Bilingual - 0.00 | | |
| 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. | 2.4, 2.5, 2.6 | Administration and SCE-I Coach | Sign-in Sheets, 9 week lesson plan, vertical alignment initiatives. 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. | | | |
| | | | | Funding Sources: 211 - Title I, Part A - 0.00 | | |

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| <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>Funding Sources: 199 - General Fund: Bilingual - 0.00, 199 - General Fund : Special Education - 0.00, 211 - Title I, Part A - 10000.00</p> | | | | | | |
| <p>Critical Success Factors 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>Funding Sources: 199 - General Fund: SCE - 0.00</p> | | | | | | |
| <p>Critical Success Factors 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>Funding Sources: 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>Funding Sources: 211 - Title I, Part A - 2138.00</p> | | | | | | |

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| <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools Connect high school to career and college</p> <p>Critical Success Factors CSF 1</p> | 2.4, 2.5 | SCEI, Admin, Teachers, Counselors | Students will track their attendance and academic progress on kid-friendly classroom data-walls. Students will be recognized throughout the year, to include end of year award ceremonies for academic growth, honor roll, and attendance. |  |  |  |
| <p>7) We will provide academic and attendance recognition and incentives for students in an effort to improve academic performance in all content areas.</p> <p>Funding Sources: 211 - Title I, Part A - 2500.00</p> | | | | | | |

 = Accomplished
  = No Progress
  = Discontinue







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

Performance Objective 4: For the 2018-2019 school year, student state assessment scores in Reading will 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: Met Performance Objective

Next Year's Recommendation 4: We will include the Balanced Literacy Template in our lesson plan format.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| | | | | Oct | Jan | May |
| <p>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, Lexia, and Starfall Subscriptions will be purchased to enhance classroom instruction. Additional materials to support reading readiness for Pre-K will also be included. Heggerty Phonemic Awareness kits will be purchased for Kinder classrooms. Our campus will purchase Wilson Reading System Kits to serve struggling readers and dyslexic students.</p> | 2.4, 2.5, 2.6 | Administration, SCE-I Coach | <p>Classroom walk-through observations, teacher created lesson plans, model classroom observation.</p> <p>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.</p> |  |  |  |
| | | | | <p>Funding Sources: 211 - Title I, Part A - 3000.00, 199 - General Fund: Bilingual - 0.00</p> | | |
| <p>PBMAS</p> <p>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.</p> | 2.4, 2.5, 2.6 | Administration, Instructional Coach, Teachers, Instructional Aides | <p>Classroom walk-through observations, teacher created lesson plans, model classroom observation.</p> <p>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.</p> |  |  |  |
| | | | | <p>Funding Sources: 199 - General Fund: SCE - 0.00, 211 - Title I, Part A - 0.00</p> | | |

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| <p>PBMAS</p> <p>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.</p> | 2.4, 2.5, 2.6 | Administration, Instructional Coach, Identified Teachers, Instructional Aides | <p>Classroom walk-through observations, teacher created lesson plans, model classroom observation.</p> <p>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.</p> | | | |
| | <p>Funding Sources: 211 - Title I, Part A - 10000.00</p> | | | | | |
| <p>4) We will provide ongoing professional development in the area of Balanced Literacy.</p> | 2.4, 2.6 | Administration, Instructional Coach, Identified Teachers, Instructional Aides | <p>Classroom walk-through observations, teacher created lesson plans, model classroom observation.</p> <p>Overall, improved student performance in the area of reading on STAAR and other state reading assessments.</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 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: Met Performance Objective

Next Year's Recommendation 5: We will facilitate cohorts of teacher walks to observe strong math structures.

| 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. | | | |
| | Funding Sources: 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: We will ensure fidelity of continued Social Studies PD.

| 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. | | | |
| | Funding Sources: 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 7: We will take inventory of what Science materials are needed for all grade levels in order to meet needs.

| 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 | | | |
| | Funding Sources: 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. | | | |
| | Funding Sources: 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: Met Performance Objective

Next Year's Recommendation 8: We will provide resources and training to all grade levels in order to align.

| 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. | | | |
| | | | | Funding Sources: 211 - Title I, Part A - 1006.00 | | |
| 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. | | | |
| | | | | Funding Sources: 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.

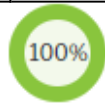
Performance Objective 9: For the 2018-2019 school year, student state assessment combined scores for economically disadvantaged students at Purple Heart will increase 5% from 70% - 75% as compared to the 2017-2018 state assessment scores.

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%.

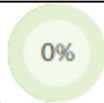
Summative Evaluation 9: Met Performance Objective

Next Year's Recommendation 9: We will provide PD on early referral to the RTI process for students in need of Tier 3 intervention.

| 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. | | | |
| Funding Sources: 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.

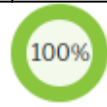
Performance Objective 10: For the 2018-2019 school year, student state assessment combined scores for Hispanic/Latino students at Purple Heart will increase 5% from 73% - 78% as compared to the 2017-2018 state assessment scores.

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%.

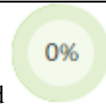
Summative Evaluation 10: Met Performance Objective

Next Year's Recommendation 10: Teachers will bring student artifacts in addition to the Eduphoria RTI form to track progress.

| 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. | | | |
| Funding Sources: 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 11: We will include other grade levels in book club activities.

| 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. | | | |
| Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 0.00 | | | | | | |
| PBMAS 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. | | | |
| Funding Sources: 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. | | | |

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| 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. | | | |
| | Funding Sources: 211 - Title I, Part A - 0.00 | | | | | |
| 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: Met Performance Objective

Next Year's Recommendation 12: Teachers will bring student artifacts to PLC and RTI meetings to track progress.

| 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. | | | |
| Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund: Bilingual - 0.00 | | | | | | |
| PBMAS 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. | | | |
| | Funding Sources: 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: We will review administrative Power Walk and Eduphoria fidelity and data weekly at leadership.

| 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 | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |

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

Performance Objective 2: For the 2018-2019 school year, 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: Met Performance Objective

Next Year's Recommendation 2: We will utilize Power Walk data to shape PD.

| 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 | | | |
| | Funding Sources: 211 - Title I, Part A - 0.00 | | | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |

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

Performance Objective 3: During the 2018-2019 school year, the number of professional development opportunities offered to 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: Significant progress made toward meeting Performance Objective

| 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. | | | |
| Funding Sources: 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.


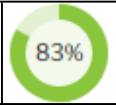




Evaluation Data Source(s) 4: Purple Heart Elementary has provided funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to decrease the number of schools that did not meet system safeguard indicators by 5, as compared to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

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: We will provide Solution Tree PLC training to teachers.

| 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 & 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 PLC 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>Funding Sources: 211 - Title I, Part A - 17000.00</p> | | | | | | |
| <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. |  |  |  |
| <p>Funding Sources: 199 - General Fund: Bilingual - 0.00</p> | | | | | | |
| <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. |  |  |  |
| <p>Funding Sources: 199 - General Fund: SCE - 57869.54</p> | | | | | | |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 4) We will provide balanced literacy training through the use of district support staff and literacy experts. | 2.4, 2.6 | Administration, SCE-I Coaches, Teachers | Improvement in Reading results as assessed by milestones and STAAR. |  |  |  |
| Funding Sources: 211 - Title I, Part A - 2000.00 | | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |



= 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 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: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----|-----|
| | | | | Oct | Jan | May |
| 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. | 2.4, 2.5, 2.6 | Administration | Emails to staff informing them of these opportunities. Increase in the number of teachers that receive additional certification. | | | |
| 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. | 2.4, 2.5, 2.6 | Administration | Emails to staff informing them of these opportunities. Increase in the number of teachers that receive additional certification. | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |

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

Performance Objective 6: 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: House Bill Five endorsement links will be integrated in Super School.

| 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: We will hold specific AVID nights throughout the year, to encourage a college going culture.

| 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. | | | |
| Funding Sources: 211 - Title I, Part A - 17500.00 | | | | | | |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 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. |  |  |  |
| | Funding Sources: 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. |  |  |  |
|  = 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 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: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: We will ensure fidelity of PIE's being included in Newsletter mail-out. Next year, PHE will begin an online newsletter for our parents and community.

| 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: We will include customer service training at a faculty meeting and in smaller staff meetings.

| 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 | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div> | | | | | | |

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

Performance Objective 1: For the 2018-2019 school year, 70% of all students in all subgroups will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: 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: Met Performance Objective

| 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. | | | |
| | | | | Funding Sources: 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: Met Performance Objective

Next Year's Recommendation 2: We will facilitate a stem project competition for grade levels next year.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----|-----|
| | | | | Oct | Jan | May |
| 1) All teachers will provide intervention and acceleration support during the school day and students will be offered additional support before school, after school, Saturdays, 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. | | | |
| | | | | Funding Sources: 199 - General Fund: SCE - 47203.00, 211 - Title I, Part A - 25000.00 | | |
| 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. | | | |
| | | | | Funding Sources: 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: Met Performance Objective

| 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. | | | |
| | | | | Funding Sources: 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. | | | |
| | | | | Funding Sources: 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: Met Performance Objective

Next Year's Recommendation 4: We will have personal data-talks with admin and teachers 4 times per year.

| 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. | | | |
| | Funding Sources: 199 - General - 0.00 | | | | | |
| 2) We will continue to utilize support from the District Service Center to observe our practices and offer us feedback for growth based on these observations. This feedback will be added to our professional development plans. 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. | | | |
| | Funding Sources: 199 - General - 0.00 | | | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |

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

Performance Objective 5: During the 2018-2019 school year, 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: We will utilize our CIS to co-plan events that invite community members in to our school to connect with SEL and academic needs.

| 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. | | | |
| | Funding Sources: 211 - Title I, Part A - 0.00 | | | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |

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

Performance Objective 6: For the 2018-2019 school year, 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: We will re-evaluate our incentive program for attendance as well as work with our Attendance AP to streamline attendance structures and procedures for habitual absentees.

| 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 | | | |
| | Funding Sources: 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. | | | |
| | Funding Sources: 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. | | | |
| | Funding Sources: 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 | 3 | 7 | We will provide academic and attendance recognition and incentives for students in an effort to improve academic performance in all content areas. |
| 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, Saturdays, intersession camps, and summer school. Teacher will provide extended day instruction in the WIN Academy. |

PBMAS Intervention 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 | 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 | 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 | 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 | 8 | 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 | 11 | 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 | 12 | 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. |

State Compensatory

Budget for Purple Heart Elementary:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-------------------------------|--------------------------------------------------------------------|---------------|
| 6100 Payroll Costs | | |
| 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 |
| 6100 Subtotal: | | \$296,402.00 |
| 6300 Supplies and Services | | |
| 199.11.6399.00.131.7.30.5.00. | 6399 General Supplies | \$2,460.00 |
| 6300 Subtotal: | | \$2,460.00 |
| 6400 Other Operating Costs | | |
| 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 |
| 6400 Subtotal: | | \$2,350.00 |

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 Personnel

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

Campus Improvement Team

| Committee Role | Name | Position |
|----------------------------|--------------------|-------------------|
| 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 |

District Funding Summary

| 199 - General | | | | | |
|-----------------------------------------------|------------------|-----------------|--------------------------------------------------|---------------------|---------------|
| 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 |
| Sub-Total | | | | | \$4,436.00 |
| 199 - General Fund: SCE | | | | | |
| 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 | | | \$47,203.00 |
| Sub-Total | | | | | \$189,870.80 |
| 199 - General Fund : Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |

| 2 | 3 | 3 | Research based materials | | \$0.00 |
|------------------------------|-----------|----------|----------------------------------------------------------|---------------------------------|-------------|
| Sub-Total | | | | | \$0.00 |
| 211 - Title I, Part A | | | | | |
| 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 | 2 | 5 | | | \$4,000.00 |
| 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 | 3 | 7 | | | \$2,500.00 |
| 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 | 1 | | | \$17,000.00 |
| 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 | 2 | 1 | | | \$25,000.00 |
| 5 | 3 | 1 | | | \$0.00 |
| 5 | 3 | 2 | | | \$0.00 |
| 5 | 5 | 1 | | | \$0.00 |
| 5 | 6 | 1 | | | \$0.00 |

Sub-Total \$161,241.31

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 |

| Sub-Total | | | | | \$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 |
| Sub-Total | | | | | \$750.00 |
| Grand Total | | | | | \$360,660.11 |