

Socorro Independent School District
Cactus Trails Elementary
2019-2020 Campus Improvement Plan



Board Approval Date: August 20, 2019
Public Presentation Date: August 20, 2019

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cactus Trails Elementary School is one of 49 campuses in Socorro Independent School District. Cactus Trails is located in the far east east side of El Paso which is othe fastest growing aea of the city. Cactus Trails will open its doors this July and alleviate overcrowding at James P. Butler elementary school. Cactus Trails will serve over 1000 PK to fifth grade students. Our 200 Pk students will come from both the James P. Butler and Cactus Trails boundaries. Cactus Trails will also serve a large part of our military community.

Cactus Trails ES is a state-of-the-art facility built to provide elementary school students with a 21st Century Learning Environment. The school's open concept and hub-based open areas support Project-Based Learning, 21st Century skills (communicating, collaborating, creating and creatively thinking) and College and Career Readiness.

The graphics below identifies the student population which currently consists of the following:

| Gender | Count | Percent |
|--------|-------|---------|
| Female | | |
| Male | | |

| Enrollment by Race/Ethnicity | Count | Percent |
|------------------------------|-------|---------|
|------------------------------|-------|---------|

| | | |
|----------------------------------|--|--|
| American Indian- Alaskan Native | | |
| Asian | | |
| Black- African American | | |
| Hispanic | | |
| Two -or - more | | |
| native Hawaiian Pacific Islander | | |
| White | | |

Totals

Our student population is primarily Hispanic-Latino at .

The purpose of this plan is to outline and build accountability for the highest quality of instruction through research-based strategies and best practices in instruction. Cactus Trails teachers plan and align their instruction and assessments in an effort to meet the needs of all their students. The academic

framework of Cactus Trails is driven by the PLC process. Teachers identify targeted TEKS, plan instruction based on best practices, provide reteaching and remediation as needed and extend the curriculum through differentiation and extra curricular activities.

Demographics Strengths

With the opening of Cactus Trails ES, students that were overflowed to another campus may now return. This has been a huge positive for our SISD families. The community is very supportive of the new campus. We have registered over 200 PK families. Cactus Trails is built within an existing neighborhood. We will have four special education units that will be integrated into our general education population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students will feed into Cactus Trails Elementary from different schools, either from a previous school in SISD or by moving into a new home in the area. **Root Cause:** Natural challenges of opening a new school in a new area.

Student Academic Achievement

Student Academic Achievement Summary

Below is the data compiled from the 2018-2019 STAAR results. Scholars were at various SISD schools and data was compiled for Cactus Trails for 2019-2020.

| Campus | 3rd Grade Reading | | | | 3rd Grade Mathematics | | | |
|---------------------------|-------------------|------------|--------|---------|-----------------------|------------|--------|---------|
| | Total Students | Approaches | Meets | Masters | Total Students | Approaches | Meets | Masters |
| Cactus Trails | 127 | 79.53% | 48.03% | 33.07% | 127 | 83.46% | 51.97% | 22.83% |
| At Risk | 54 | 61.11% | 20.37% | 9.26% | 54 | 68.52% | 22.22% | 7.41% |
| Gifted Talented | 15 | 100% | 93.33% | 93.33% | 15 | 100% | 100% | 73.33% |
| LEP | 20 | 60% | 25% | 10% | 20 | 80% | 35% | 15% |
| Second Year of Monitoring | 2 | 100% | 100% | 100% | 2 | 100% | 100% | 0% |
| Special Ed Indicator | 18 | 33.33% | 11.11% | 5.56% | 18 | 33.33% | 5.56% | 5.56% |

| Campus | 4th Grade Reading | | | | 4th Grade Mathematics | | | | 4th Grade Writing | | | |
|---------------|-------------------|------------|--------|---------|-----------------------|------------|--------|---------|-------------------|------------|--------|---------|
| | Total Students | Approaches | Meets | Masters | Total Students | Approaches | Meets | Masters | Total Students | Approaches | Meets | Masters |
| Cactus Trails | 119 | 81.51% | 50.42% | 26.89% | 119 | 76.47% | 52.94% | 34.45% | 119 | 78.15% | 37.82% | 8.40% |
| At Risk | 41 | 63.41% | 26.83% | 9.76% | 41 | 56.10% | 26.83% | 4.88% | 41 | 65.85% | 24.39% | 2.44% |

| Campus | 3rd Grade Reading | | | | 3rd Grade Mathematics | | | | | | | |
|----------------------|-------------------|------------|--------|---------|-----------------------|------------|--------|---------|----|--------|-------|-------|
| | Total Students | Approaches | Meets | Masters | Total Students | Approaches | Meets | Masters | | | | |
| Gifted Talented | 5 | 100% | 100% | 60% | 5 | 100% | 100% | 100% | 5 | 100% | 60% | 20% |
| LEP | 20 | 70% | 35% | 15% | 20 | 50% | 25% | 5% | 20 | 75% | 35% | 5% |
| Special Ed Indicator | 14 | 71.43% | 14.29% | 7.14% | 14 | 57.14% | 28.57% | 7.14% | 14 | 28.57% | 7.14% | 7.14% |

Istation and EOY data are pending.

Student Academic Achievement Strengths

The following is STAAR data from the 2018-19 school year for students who are transferring to Cactus Trails Elementary. This data has been derived from a preliminary analysis of those students who were registered in our school district for the 2018-19 school year at their respective sending campuses. Our identified students bring the following cumulative data overall and by performance level:

3rd Grade (Approaching, Meets, Masters)

Reading 80% 48% 33%

Math 83% 52% 23%

4th Grade

Reading 82% 50% 27%

Math 76% 53% 34%

Writing 78% 38% 8%

Please note that these are the only two grade levels available. Based on this data, mastery percentages in 3rd reading and 4th math are a strength.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In the 2018-2019 school year, there was only 8% mastery in writing in 4th grade STAAR test. **Root Cause:** This is data from various campuses, so the root cause is hard to establish. We will work to create a systemic approach to editing and revising.

School Processes & Programs

School Processes & Programs Summary

Cactus Trails ES will open its doors with the belief system that as educators we will build the collaborative culture of a Professional Learning Community. Through these learning communities, we will give our students the opportunity to master the necessary knowledge and skills, build positive character and scholarly habits, and encourage critical thinking and collaboration. We will utilize the following in our daily practice:

- Project Based Learning
- Balanced Literacy
- Guided Math
- Writer's Workshop
- AVID (Advancement Via Individual Determination)
- Differentiated Instruction
- Gifted and Talented
- Transitional Early Exit Bilingual
- Fundamental Five
- Super School Academies
- Integrated Technology with the goal of becoming NerPod certified school
- Response to Intervention

Extracurricular Activities

- Community Service Projects
- After school enrichment clubs
- Volunteer Sports Program
- SWAT team (Broadcast / media)
- Cheerleading
- Breakfast Club
- Robotics
- UIL
- Bluebonnet Reading Program
- Safety Patrols
- Destination Imagination
- Latino Family Literacy
- Student Council

- Green Team

Safe and Supportive Learning Environment

- PBIS Framework (Positive Behavior Interventions and Supports)
- WATCH D.O.G.S
- Top 20: Live Above the Line
- CHAMPS Mentoring Program
- Campus Security
- Security Cameras
- Hall Pass Security Check-In System
- WHO Program
- School -Wide Guidance and Counseling Program
- Campus cross guards and monitors
- Emergency Operation Plan
- SEL (Social and Emotional Learning)

School Processes & Programs Strengths

A survey was taken from the new hires at Cactus Trails ES. There is a large percentage of teachers with a strong background in balanced literacy, project based learning, PBIS and Fundamental Five. This year 13 teachers from Cactus Trails were sent to AVID training this summer. 100% of our staff will be trained in the Johnny Can Spell modules from Alice Nine by the October intersession. A summer committee for PBIS was created and is working to develop our behavior framework for day one.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Faculty and staff constitute a new group and will need to establish effective systems that are specific to the campus. **Root Cause:** Establishment of entirely new systems for a new school.

Perceptions

Perceptions Summary

As a new campus it is imperative that we start building a culture of high expectations and respect from day one. The tagline, "Every student, every day!" is part of our core values and beliefs that all students should be treated as our own. We are making the commitment to give our best every day to every student.

For the 2019-2020 school year, we will make every effort to communicate with all stakeholders using a variety of means, to include but not limited to: student planner communication logs, notices/flyers sent home, campus newsletters/calendars, phone messaging system, campus website, social media, parent/community nights, and/or parent/community meetings. Our goal is consistently promote our campus through social media and our school webpage. we have opened with a school meet and greet and will be having two more Open Houses in the few couple weeks of school. We will also have a ribbon cutting ceremony for our community to celebrate the opeing of Cactus Trails ES.

Our theme for the 2019-2020 school year is #WeBeforeMe based on "The Hard Hat" book from Jon Gordon. each teacher will receive a Hard Hat to symbolize the importance of being a team plyer within our PLC.

Our campus also has the Communities in Schools Program which is managed and run by a program coordinator to enhance the partnerships with the community.

Perceptions Strengths

The campus culture and climate will be created using the following support systems:

Hard Hat scholar and team award

Social and Emotional Learning Strategies to be provided by our school counseling team

WeBeforeMe- Employees are highlighted monthly for their accomplishments

Diamond Gallery- Scholars are highlighted monthly for their accomplishments

Scholars Honor Roll (A, B, AB) to be showcased prominently each 9 weeks

Attendance WALL of Fame

Mascot Naming Contest

The faculty and staff membership is almost complete, and the process of uniting them under one vision is underway. The positives of unity in the face of an exciting challenge will soon spread to our student body.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Cactus Trails Elementary must quickly work to establish an identity and norms. **Root Cause:** Challenges of opening a new school in a new area.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Goals

Revised/Approved: August 20, 2019

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 2019-2020 school year, Cactus Trails Elementary will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

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

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue with objective. More changes may be necessary due to Covid 19.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Oct | Jan | May |
| 1) Develop and implement the Emergency Operation Plan (EOP) under the guidance of the campus safety committee. Committee meetings will be held monthly and meetings minutes will be shared at SIT. Drill schedule will be implemented as part of the EOP. | 2.4, 2.6 | Campus administrators | Improved response times for safety procedures. | | | |
| 2) Teachers will be provided with lesson plans regarding safety drills to be presented to students within a time frame and with a given deadline. | 2.4, 2.6 | Administrators, teachers, security officer | Time drills will be used and the goal is to meet 2 minutes, all students safe. | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |








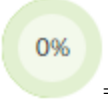

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2019-20 school year, Cactus Trails will establish a PBIS framework and hold at least five campus meetings.

Evaluation Data Source(s) 2: Sign ins and PBIS framework.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to implement objective.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--------------------------------------|---|---|---|---|
| | | | | Oct | Jan | May |
| 1) Implement the use of the "Positive Behavioral Interventions and Supports" framework to positively influence student behavior for academic improvement. | 2.4, 2.6 | Campus administrators, counselor | Diminished number of disciplinary incidents and increase in positive culture surveys. |  |  |  |
| | Funding Sources: 211 - Title I, Part A - 200.00 | | | | | |
| 2) Implement Social and Emotional Learning lessons, weekly and SEL activities throughout the school year to support. | 2.5, 2.6, 3.1, 3.2 | Counselors, administrators, teachers | Discipline referrals will diminish over time, to compare to next school year after 1st school year. |  |  |  |
|  = 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 2019-2020 school year, Cactus Trails Elementary will improve its student state assessment scores in Reading by increasing in:

approaches grade level from 80% to 85%













meets grade level from 49.2% to 55%







masters grade level from 30% to 35%

Evaluation Data Source(s) 1: State assessment scores in Reading, nine weeks data, benchmarks

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Adjust results based on spring benchmark scores.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|-----------------------|---|---|---|---|
| | | | | Oct | Jan | May |
| 1) Provide 1 State Compensatory Education - Intervention (SCEI) Coach to support instruction, data review, and academic intervention to scholars identified as At-Risk. | 2.4, 2.5, 2.6 | Administration | Increased scholar achievement from one school year, first year to the next school year. |  |  |  |
| Funding Sources: 199 - General Fund: SCE - 60000.00 | | | | | | |
| 2) Employ the use of additional State Compensatory Education funded personnel that includes a Library Aide (.5) to provide direct intervention to At-Risk students in need of academic support. | 2.4, 2.5, 2.6 | Campus administrators | Improved classroom grades and improved state assessment scores for identified At-Risk students. |  |  |  |
| Funding Sources: 199 - General Fund: SCE - 8000.00 | | | | | | |
| TEA Priorities Build a foundation of reading and math | 2.4, 2.5, 2.6 | School Administrators | Increased academic achievement of students identified as English Language Learners. |  |  |  |
| 3) Employ a Language Proficiency Assessment Committee (LPAC) Instructional Aide to provide support to students identified as English Language Learners (ELL) in need of academic support and to maintain documentation pertaining to the program on campus. | | | | | | |
| Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 17000.00 | | | | | | |
| 4) Provide Book of the Month to teacher for scholars. | 2.4, 2.6 | Librarian, teachers | Increased achievement in reading regarding state, district and campus assessments. |  |  |  |
| Funding Sources: 211 - Title I, Part A - 6000.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|-----------------------|---|---|---|---|
| | | | | Oct | Jan | May |
| 5) Provide resources for teachers such as kits and supplies to enhance the learning of concepts in all content areas. Items include purchases such as Lexia, Lonestar Reading, Alice 9, Scholastic Story Works, Book of The Month Books, Mentoring Minds, AVID strategies, Measuring Up, fluency folders, bulletin boards and Lakeshore resources. | 2.4, 2.5, 2.6 | Librarian, SCEI Coach | Increased achievement on reading and writing formal and informal assessments, both ongoing and summative. |  |  |  |
| | Funding Sources: 211 - Title I, Part A - 30000.00 | | | | | |
|  = 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 2: For the 2019-2020 school year, Cactus Trails Elementary will improve its student state assessment scores in Writing by increasing in:

approaches grade level from 78% to 83%

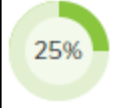





meets grade level from 38% to 43%

masters grade level from 8% to 10%

Evaluation Data Source(s) 2: State assessment scores in Writing, 9 weeks assessments, benchmarks

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Adjust results based on spring benchmark scores.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|-----------------------|---|---|---|---|
| | | | | Oct | Jan | May |
| 1) Provide extra duty pay for teachers to carry out tutoring sessions for students in need of academic support in all content areas. Tutoring sessions will be implemented after school, during intersessions, on Saturdays, and during the Summer. Light snacks will be provided to students. | 2.4, 2.5, 2.6 | Campus administrators | Improved classroom grades and improved state assessment scores. |  |  |  |
| | Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 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 3: For the 2019-2020 school year, Cactus Trails Elementary will improve its student state assessment scores in Math by increasing in:

approaches grade level from 80% to 85%







meets grade level from 52% to 57%

masters grade level from 28% to 33%

Evaluation Data Source(s) 3: State assessment scores in Math, nine weeks assessment, benchmarks

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Adjust results based on spring benchmark scores.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|-----------------------|--|---|---|---|
| | | | | Oct | Jan | May |
| 1) Acquire hardware and software technology resources for teachers and for scholars to support student learning. This includes technology resources such as EON pro sound system, flash drives, iPads, laptops, support equipment (mouse, keyboards), webcams, clickers, projectors, IWB boards and other equipment. | 2.4, 2.6 | School Administrators | Scholars will have increased achievement on daily assignments, formative assessments, summative assessments. |  |  |  |
| | Funding Sources: 211 - Title I, Part A - 45000.00 | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

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

Performance Objective 4: For the 2019-2020 school year, Cactus Trails Elementary will establish a baseline for student state assessment scores in Science by achieving the following:

approaches grade level at 85%

meets grade level at 55%

masters grade level at 35%

Evaluation Data Source(s) 4: State assessment scores in Science, nine weeks assessment, benchmarks

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Adjust results based on spring benchmark scores.

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 2019-2020 school year, Cactus Trails Elementary will carry out a minimum of 5 professional development sessions for administrators and teachers across all subject areas to enhance student achievement.

Evaluation Data Source(s) 1: List of professional development sessions.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue with objective.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|------------------------------------|---|-------------------|-----|-----|
| | | | | Oct | Jan | May |
| 1) Provide funding for professional development opportunities for teachers in multiple content areas, which may be provided via Region 19 ESC, district and/or campus instructional specialists. PD sessions include the effective use of technology, best practices, differentiated instructions, and Guided Reading and Math. | 2.4, 2.6 | Campus administrators, SCE coaches | Improved classroom grades and improved state assessment scores. | | | |
| | Funding Sources: 211 - Title I, Part A - 2000.00 | | | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |







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

Performance Objective 2: For the 2019-2020 school year, Cactus Trails Elementary will carry out no fewer than five purchases for evidence-based programs, materials, and/or resources for professional development training in order to ensure that campuses meet System Safeguard standards.

Evaluation Data Source(s) 2: Number of purchases for professional development.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue with objective.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------------------|---|---|---|---|
| | | | | Oct | Jan | May |
| 1) Acquire professional development sessions for teachers that include items such as Alice 9 and Empowering Writers. | 2.4, 2.6 | Campus administrators | Improved classroom grades and improved state assessment scores. |  |  |  |
| Funding Sources: 211 - Title I, Part A - 2000.00 | | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

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

Performance Objective 3:

For the 2019-2020 school year, the percentage of observed teachers at Cactus Trails Elementary that achieve "Proficient" on T-TESS will be at least 90%.

Evaluation Data Source(s) 3: Observed teachers that achieve "Proficient" on T-TESS will be at least 90%.

TTESS Portfolio

Professional development completion certificates

Walk-throughs

Observations

increase in student achievement through tracking of Tier 1 and 2 students

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Not all TTESS were complete due to shutdown. Will work on getting done as soon as we are able to return.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--------------------------------|---|-------------------|-----|-----|
| | | | | Oct | Jan | May |
| 1) Employ a State Compensatory Education Intervention Coach (SCE-I) to provide professional development to teachers in all content areas. | 2.4, 2.5, 2.6 | Campus administrators | Improved classroom grades, improved district and state assessment scores. | | | |
| | Funding Sources: 199 - General Fund: SCE - 0.00 | | | | | |
| 2) Provide teachers with follow up training, one on one support and PD as needed. Professional Development would be presented by trainer of trainers on campus, district IOs, outside support like Alice Nine and more. | 2.4, 2.6 | SCE I coach and administration | Teachers will progressively show improvement on TTESS goals, with the overall goal of meeting rock solid proficiency or higher. | | | |
| | Funding Sources: 211 - Title I, Part A - 10000.00 | | | | | |
| = 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: By the end of the 2019-2020 school year, 100% of Cactus Trails Elementary teachers will be familiar with the requirements of House Bill 5- Attendance. Cactus Trails will obtain a 97% attendance rate.

Evaluation Data Source(s) 4: Agenda Sign in, daily attendance, parent contact logs

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Unsure about attendance rate due to Covid 19.

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 2019-2020 school year, Cactus Trails Elementary will carry out 8 or more collaborative educational involvement activities and events that include parents and community members to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Documentation of collaborative events held that include parents and community members.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Pending Covid 19 restrictions.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|-------------------------|--|---|-------------------|-----|-----|
| | | | | Oct | Jan | May |
| 1) Provide a Communities In Schools Social Worker to carry out informational workshops to bolster parent and community engagement. | 2.4, 2.5, 2.6, 3.1, 3.2 | Campus administrators, CIS social worker | Improved classroom grades, improved state assessment scores, gradual elevation in number of parents attending meetings. | | | |
| Funding Sources: 211 - Title I, Part A - 35000.00 | | | | | | |
| 2) Implement informational sessions such as "Family Night" for parents and community members, held to enhance student academic performance. Provide refreshments and snacks to promote attendance. | 3.1, 3.2 | Communities In Schools Social Worker | Measurable elevated parent attendance numbers. | | | |
| Funding Sources: 211 - Title I, Part A - 3000.00 | | | | | | |
| = Accomplished = No Progress = Discontinue | | | | | | |







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

Performance Objective 2: During the 2019-2020 school year, Cactus Trails Elementary will provide a minimum of 15 official notifications to parents, business, and community members via newsletters, email, and other forms of communication to ensure adequate dissemination of pertinent school information.

Evaluation Data Source(s) 2: Documentation of listing of executed official notifications.

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Number will increase due to Covid 19 needs of communication.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|---|---|---|---|
| | | | | Oct | Jan | May |
| 1) Create and share monthly newsletters to inform parents about attendance initiatives and data, assessment results, and other general school information. | 3.1, 3.2 | Campus administrators, Communities In Schools Social Worker | Improved classroom grades and improved state assessment scores. |  |  |  |
| Funding Sources: 211 - Title I, Part A - 200.00 | | | | | | |
|  = 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 1: For the 2019-2020 school year, Cactus Trails Elementary will fund and execute at least five assistance strategies to enhance the academic achievement of subgroups including English Language Learners, Special Education, and At-Risk students.

Evaluation Data Source(s) 1: Documentation of executed strategies to support student subgroups.

Summative Evaluation 1: No progress made toward meeting Performance Objective

Next Year's Recommendation 1: Not sure if we will continue to train with limited ELL population and most teachers are trained that serve ELL students.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|-----------------------|--|---|---|---|
| | | | | Oct | Jan | May |
| 1) Provide funding for and implement the use of Sheltered Instruction Observation Protocol (SIOP) in order to enhance the performance of students identified as "Limited English Proficient." | 2.4, 2.5, 2.6 | Campus administrators | Improved classroom grades and state assessment scores for students identified as Limited English Proficient. |  |  |  |
| Funding Sources: 211 - Title I, Part A - 200.00 | | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |







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

Performance Objective 2: For the 2019-2020 school year, the average daily attendance for students at Cactus Trails Elementary will be equal to or above 97%.

Evaluation Data Source(s) 2: Attendance data.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Pending Covid 19 attendance guidelines.

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|-----------------------|-----------------------------------|---|---|---|
| | | | | Oct | Jan | May |
| 1) Provide incentives for students in order to bolster student attendance. | 2.4, 2.6 | Campus administrators | Increased student attendance. |  |  |  |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

State Compensatory

Budget for Cactus Trails Elementary:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|--|---------------------|
| 6100 Payroll Costs | | |
| 199.11.133.30.39.000.6118 | 6118 Extra Duty Stipend - Locally Defined | \$15,337.00 |
| 199.11.133.30.00.000.6119 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$126,064.83 |
| 199.11.133.30.18.000.6119 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$53,996.01 |
| 199.12.133.30.00.000.6129 | 6129 Salaries or Wages for Support Personnel | \$9,566.13 |
| 6141 Total | 6141 Social Security/Medicare | \$2,749.59 |
| 6142 Total | 6142 Group Health and Life Insurance | \$24,213.00 |
| 6143 Total | 6143 Workers' Compensation | \$838.91 |
| 6146 Total | 6146 Teacher Retirement/TRS Care | \$1,422.20 |
| 6149 Total | 6149 Employee Benefits | \$2,844.40 |
| | 6100 Subtotal: | \$237,032.07 |
| 6200 Professional and Contracted Services | | |
| 199.32.133.30.00.999.6299 | 6299 Miscellaneous Contracted Services | \$17,500.00 |
| | 6200 Subtotal: | \$17,500.00 |

Personnel for Cactus Trails Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------|----------------|------------|
| Carmella Sanchez | CIS Coordinator | SCE | .50 |
| Claudia Telles | CSR Teacher | SCE | 1 |
| Diana Hurtado | Library Aide | SCE | .50 |
| Jennifer Vega | SCEI Coach | SCE | 1 |
| Martha Kaudaissy | Interventionist | SCE | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------|----------------|------------|
| Carmella Sanchez | CIS Coordinator | Title I | .50 |
| Gabriela Elias | TIA | Title I | 19 Hours |
| Wendy Montano | College Tutor | Title I | 19 Hours |

District Funding Summary

| 199 - General Fund: SCE | | | | | |
|--------------------------------|------------------|-----------------|--|---------------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | SCE-I Coach position (district funded) | | \$60,000.00 |
| 2 | 1 | 2 | Half salary for Library Aide (district funded) | | \$8,000.00 |
| 2 | 2 | 1 | Extra duty pay for teachers to tutor students in need of academic support. | | \$5,000.00 |
| 3 | 3 | 1 | Salary for SCEI Coach (Stated in Strategy 2.2.1) | | \$0.00 |
| Sub-Total | | | | | \$73,000.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Funding for PBIS and Prevent Bullying expenditures. | | \$200.00 |
| 2 | 1 | 4 | Books for the month reading | | \$6,000.00 |
| 2 | 1 | 5 | | | \$30,000.00 |
| 2 | 2 | 1 | Extra duty pay for teachers to tutor students in need of academic support. | | \$5,000.00 |
| 2 | 3 | 1 | Desktops, laptops, and support supplies | | \$20,000.00 |
| 2 | 3 | 1 | Funding for iPads | | \$10,000.00 |
| 2 | 3 | 1 | Funds for Lone Star, Mentoring Minds, and United Streaming | | \$15,000.00 |
| 3 | 1 | 1 | Provide funding for teacher professional development sessions. | | \$2,000.00 |
| 3 | 2 | 1 | Alice Nine Enterprises training for teachers | | \$1,000.00 |
| 3 | 2 | 1 | Empowering Writers training for teachers | | \$1,000.00 |
| 3 | 3 | 2 | snacks, paper, funding for outside presentations | | \$10,000.00 |
| 4 | 1 | 1 | Salary for Communities In Schools worker (district funded) | | \$35,000.00 |
| 4 | 1 | 2 | Parent session materials, refreshments, and snacks. | | \$3,000.00 |

| 211 - Title I, Part A | | | | | |
|--|------------------|-----------------|--|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 2 | 1 | Funding for monthly newsletter for parents | | \$200.00 |
| 5 | 1 | 1 | Funding for SIOP model implementation. | | \$200.00 |
| Sub-Total | | | | | \$138,600.00 |
| 263 - Title III, Part A (Eng. Lang. Acq.) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 3 | Funding for LPAC Aide | | \$17,000.00 |
| Sub-Total | | | | | \$17,000.00 |
| Grand Total | | | | | \$228,600.00 |