

San Elizario Independent School District

Loya Primary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of Lorenzo G. Loya Primary School is to ensure that all students receive an equitable education that will help them achieve their full potential to lead socially active lives. Furthermore, parents will be afforded the opportunity to participate in meaningful activities.

Vision

The vision of Lorenzo G. Loya Primary School is to build individuals who will contribute to society in a meaningful way by fully maximizing their academic potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lorenzo G. Loya Primary is a feeder school to all the district's elementary schools. We serve all the district's pre-prekindergarten (3 year old), prekindergarten (4 year old), and kindergarten (5 year old) students. We have the following grade level sections:

9 full day bilingual kindergarten

4 full day monolingual kindergarten

3 full day monolingual prekindergarten

5 full day bilingual prekindergarten

1 half day (a.m. & p.m.) monolingual pre-prekindergarten

2 half day (a.m. & p.m.) bilingual pre-pre-kindergarten

1 Preschool Program for Children with Disabilities (PPCD) classroom

1 Collaborative classroom (serves designated students with typical development and students with disabilities)

Students:

Data obtained from Texas Academic Performance Report - 2014-15 Campus Profile, and most recent enrollment information

Total Students: 575

Hispanic 99.8%

African American 0.2%

Economically Disadvantaged 92%

Non-Economically Disadvantaged 4.6%

English Language Learners (ELL) 72%

At-Risk 78%

Professional Staff:

27 Regular Education Teachers

1 Special Education Teacher

2 Administrators

2 Instructional Specialists

1 counselor

23 Teachers with Bachelor's Degree

7 Teachers with Master's Degree

1 Teacher with Doctoral Degree

Bilingual Education Certified = 19

Special Education Certified = 1

Physical Education Certified = 2

Average Years of Teaching Experience = 13 years, 10 years in San Elizario ISD

Para-Professional Staff:

3 Language Development Classroom Aides

1 Library Aide

1 Math & Science Classroom Aide

1 Nurse

1 Nurse Aide

1 Computer Lab Aide

2 Special Education Aides

Demographics Strengths

Loya Primary is uniquely structured to serve only pre-pre-prekindergarten through kindergarten students.

We are a campus wide Title I school, thereby affording supplemental federal funds to better meet student needs.

All ELL prekindergarten and kindergarten students are provided 120 hours of summer school to enhance English language acquisition.

All students are provided hands on experiences in our computer, mathematics, and science labs.

Pre-prekindergarten classes have a language development aide along with a certified teacher.

All students are provided physical education by staff certified in this area as well as counseling services by a full time certified counselor.

Demographics Needs

Increase the number of students participating and completing our summer school program.

Continue to seek out and provide quality professional development in order to retain quality teachers and help them to grow in their craft.

Increase Title I program parental activities participation.

Continue communicating to parents at the beginning of the school year as well as during parent informational meetings our Title I program and components.

In an effort to increase parental involvement, parents will be notified of activities through fliers, home visits, phone calls, campus website, school marquee posting, and school meetings in both English and Spanish.

Student Achievement

Student Achievement Summary

During the 2016- 2017 academic year, we will be utilizing TPRI, Tejas Lee, and mCLASS Circle as the reading diagnostic instruments to assess reading progress of all Prekindergarten through kindergarten students. Prekindergarten through kindergarten teachers have all received training on how to utilize these instruments and interpret the data generated. We will continue to focus on increasing English language acquisition and strong native language foundation for all English Language Learners (ELLs), mastery of the Texas Essential Knowledge and Skills (TEKS) for all kindergarten students and the TEA Guidelines for all prekindergarten students. To aide in the endeavor of English language acquisition, Loya Primary will implement Project GLAD (Guided Language Acquisition Design) in all bilingual classrooms and English classrooms serving ELL students. All bilingual and monolingual teachers have received intensive training in GLAD strategies. The English Language Proficiency Standards (ELPS) will be targeted during daily instruction. Consistent implementation of the ELPS will provide opportunities for all ELL students to learn English and succeed academically resulting in the increase of English language proficiency levels as measured by the Woodcock Munoz Language Survey and the Texas English Language Proficiency Assessment System (TELPAS).

We will be implementing the Empowering Writers program to aide in improving writing skills. We will implement mClass Circle assessment to monitor mathematics progress for all Pre-Prekindergarten students. Students will participate in hands on investigations through experimentation via the Science and Mathematics labs. Students will interact in the scientific process and acquire science and mathematics terminology being used and tested at the upper grade levels. Our efforts will contribute in the achievement of targeted STAAR score gains.

The Kindergarten TEKS Resource System (TRS) and TEA Prekindergarten Guidelines along with supplemental resources will be implemented in order to achieve Reading, Science, Social Studies, and Mathematics gains. Teachers will continue to receive training in the implementation of the TRS curriculum support system. The STAAR (Students and Teachers Achieving Academic Readiness) room will be utilized to review and analyze student data to better assist teachers and drive instruction. It will also assist in providing focused staff development in areas of need.

Technology will be integrated into the curriculum in order to enhance student understanding of concepts being taught. Utilizing technology across the curriculum will contribute to an increase in student and staff technological skills using the latest technological tools.

Educational Parenting Sessions (EPS) will be conducted for parents throughout the year. Teachers will present activities and strategies which parents can use at home to help their children academically.

Staff development will be provided with student academic needs in mind. Teachers and instructional aides will continue to receive training that target strategies dealing with student diverse needs within their classrooms.

We will continue working on having a “highly qualified” staff to include paraprofessionals.

Implement initiatives and activities of the district's PBMAS plan for improvement.

The Instructional Specialists will assist teachers in providing instructional support in district and campus initiatives as well as other areas of need.

Student Achievement Strengths

The 2015 -2016 end of year TPRI, Tejas LEE, and mCLASS Circle reading results and Pre-kindergarten Benchmarks indicated gains in all areas. The data is displayed in our STAAR room.

Increase in OLPT results (students increased one or more levels).

Teachers are provided the necessary instructional materials and support to effectively teach our students. Planning days are utilized to desegregate data, create meaningful lesson plans that target TEKS and Prekindergarten TEA Guidelines, and differentiate instruction to address the needs of individual students.

Campus wide PBIS strategies being implemented continue to decrease discipline referrals. An environment of respect has become more evident through student to student interactions, and student to adult interactions.

Scaffolding instruction based on individual student needs.

The Family Literacy Program and our Educational Parenting Sessions (EPS) continue to provide our student parents with the necessary instructional tools/strategies to assist their child at home.

One on one and small group interventions continue to be successful in addressing individual student academic needs. Teacher Support Team (TST) developed interventions have also yielded success in assisting struggling students.

Facilities up-keep contributes to student performance.

Meet in the Middle program has brought inclusion awareness to all students and staff.

The campus counseling program is providing student awareness in the areas of safety, anti-bullying, character building, as well as college awareness. Parents have expressed appreciation for the counseling presentations provided to our students.

Teachers have high expectations for all students.

Staff development continues to be driven by student academic needs.

Student Achievement Needs

Increase the number students in the developed categories in TPRI, Tejas Lee and mClass Circle.

Conduct vertical meetings to ensure fidelity to the TRS Vertical Alignment Document.

Target readiness, supporting and process standards in daily instruction.

Establish targeted TEA Prekindergarten Guidelines to address areas of deficiency in Kindergarten as evident by the 2016-2017 Tejas Lee/TPRI BOY results and TRS Performance Assessments.

Analyze STAAR data in grades 3-6 reading, mathematics, writing, and science, with the intent of providing support in instructional need areas at the primary level.

Increase our average daily attendance for the 2016 -2017 school year to 97%. Overall attendance for the 2015-2016 academic year was 95.13%.

Increase English language acquisition proficiency scores on the Woodcock-Munoz oral language assessment by one or more levels within the academic year.

Continue to implement PBIS strategies in order to maintain or exceed student behavior expectations.

Additional training needed in Guided Reading strategies.

Additional training on DOK questioning strategies.

School Culture and Climate

School Culture and Climate Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe, healthy and disciplined environment conducive to student learning. Parents feel that they can communicate with school faculty and staff. The PBIS team meets twice a month to discuss matters related to providing a positive school culture and climate. All members of the school community are consistently instructed on procedures and operations that will allow Loya Primary to provide a safe and smooth learning environment. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect school culture and climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

School Culture and Climate Strengths

We have made improvements in shared decision making.

Maintained transparency with information and open line of communication.

Parents express the school has a strong academic focus.

Teachers feel supported and work in a safe environment.

School Culture and Climate Needs

Solicit and value feedback from all stakeholders in order improve areas of concern.

Build stronger & productive relationships with parents and community members.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Loya Primary School employs teachers that are 100% certified to teach in their grade level. All faculty and staff are valued and supported. Stipends are provided to our bilingual certified teachers, special education teachers, G.T. coordinator, and campus STEM coordinator. New teachers are provided support through a variety of ways including participation in the Performance-based Academic Coaching Teams (PACT). Faculty and staff are provided professional growth opportunities as needed and determined in collaboration with faculty and administration.

Staff Quality, Recruitment, and Retention Strengths

Walkthroughs with instructional feedback.

Excellent faculty and staff retention rate for the past 8 years.

Teacher and Employee of the Month recognitions. Teacher and employee of the year banquet.

Quality professionals and para-professionals are attracted to Loya Primary as evidenced by applications when a position opens at Loya Primary.

New teacher mentoring program.

Staff Quality, Recruitment, and Retention Needs

Increase staff attendance.

Increase involvement and participation in stakeholder groups.

Provide quality staff development that directly supports staff instructional needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

PLC meetings are held 3 days per week with the focus being on student data analysis, vertical alignment, and planning. Prekindergarten benchmarks, Tejas LEE, TPRI, and mCLASS Circle reading instruments are being utilized as a means for formal assessments. Decisions to improve teaching and student academic performance are all data driven. Loya Primary is utilizing the TEKS Resource System (TRS) curriculum management system which is built on the most current research-based theories. TRS primary focus is to impact instructional practices in the classroom to improve student performance.

Curriculum, Instruction, and Assessment Strengths

Implementing best practice instructional strategies through daily instruction.

Enhanced the understanding of rigor and relevance.

Utilizing researched based lesson planning. Curriculum is aligned to the state standards.

Two full-time instructional specialists are assigned to the campus to support instructional staff.

Curriculum, Instruction, and Assessment Needs

Increase utilization of student data displayed in data room to better drive instruction.

Increase fidelity in the implementation of researched based instructional strategies (GLAD).

Family and Community Involvement

Family and Community Involvement Summary

At Loya Primary we welcome and nurture parent and community partnerships. We maintain a family-friendly school environment. We strive to provide a responsive climate for parents and widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. We provide translations of printed materials in English and Spanish. We provide an array of workshops for parents through our parental involvement program.

Family and Community Involvement Strengths

Conduct research-based parental involvement practices to include but not limited to culturally significant celebrations, STEM Exposition, District Health Fair, G.T. Exposition, College Awareness, volunteer orientation, parenting meetings, and workshops (Family Frameworks), health/nutrition, Family Literacy Program , G.T. program, Educational Parenting Sessions (EPS) in reading, language arts, math, and science. (every semester).

A high percentage of parents attend conferences and school events.

Family and Community Involvement Needs

Loya Primary has not met attendance goals. More attempts have to be made to educate and inform parents on the importance of student attendance.

Increase percentage of parents attending school sponsored parent events.

School Context and Organization

School Context and Organization Summary

Loya Primary has on-going analyses of the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction and student safety.

School Context and Organization Strengths

Loya Primary operates as a campus-wide professional community. Teachers and staff are involved in the decision-making process at all levels. As a team, we analyze student assessment data to plan and deliver research-based, best practice instruction. We meet on a weekly basis to discuss student academic progress, scope and sequencing, timelines and due dates. We have campus designated committees working in unity for various campus duties. Emergency Operation Plan is in place. The CIP, Campus News, Calendar of Events, and other resources are posted on the campus website. Vertical alignment meetings conducted with district elementary campuses (Loya is the feeder school to all elementary campuses). Morning, noon, and afternoon duties are assigned to various staff members in order to ensure smooth student transitions and safety.

School Context and Organization Needs

Maintain consistency with kindergarten and first grade vertical alignment implementation and unity.

Tracking of data in all aspects of the organization.

Need to increase character education for students to reflect on being safe, respectful, responsible, cooperative, and always doing their best.

Technology

Technology Summary

Technology plays an important role in terms of how student learning takes place. At Loya Primary, teachers are encouraged and supported in the use of technology to facilitate methods of teaching that are far more engaging, effective, and efficient than past practices and resources allowed. Throughout the campus, students are not only learning with technology, they are learning about technology. The instructional program is infused with technology in the delivery of curriculum content and instructional practice. A major emphasis is placed on increasing the levels of student engagement using various technology tools and a collaborative learning environment.

Technology Strengths

Every classroom is equipped with:

1 Promethean Board (interactive board)

Minimum of 3 desktop computers

Minimum of 5 iPad computers

1 Laptop computer

1 InFocus Projector

1 Document projector

1 Television

Our computer lab is equipped with 26 Touch Screen computers, 3 printers (2 color), and an 80" Active Panel.

Staff development needs are based on the district technology plan and on line survey results (STaR Chart) during Fall and Spring Semesters.

Technology Needs

Consistency in integrating technology in daily instruction.

Training in the use of available software (applications) for this age group.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional Learning Communities (PLC) data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices


Goals

Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures so that students are career and college ready.

Performance Objective 1: Provide English language learners the resources and support to become proficient in English and be mainstreamed into all English curriculum. Ninety percent (90%) of English Language Learners (ELL) will demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) and TEA Prekindergarten Guidelines in all academic areas. (District Goal 3).

Summative Evaluation: Reading diagnostic instrument data, OLPT, TELPAS, TRS Performance Assessments, other local assessment results and walkthrough documentation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide a variety of materials to support instruction in English and Spanish. Acquire additional Spanish print materials in the areas of science, mathematics, reading, and social studies. (Every Semester)	1, 2, 3, 9, 10	Principal, Early Childhood Administrator, Instructional Specialists and Teachers.	Walkthrough documentation, BOY, MOY and EOY reading diagnostic instrument data , TRS performance assessments, and other local assessments results.				
				Funding Sources: 199: General, Bilingual Education - \$4000.00, 199: General, Pre-Kinder Bilingual Education - \$4000.00, 263: Title III, Part A English Language Acq. - \$1176.00, 199: General, Basic - \$4000.00, 199: General, Pre-Kinder - \$4000.00, 211: Title I, Part A Improving Basic Programs - \$2000.00			
2) Implement English as Second Language (ESL) strategies and methodologies to improve English language acquisition. Target the English Language Proficiency Standards (ELPS) through daily instruction. Implement the TELPAS Strategic Plans for Listening, Speaking, Reading, and Writing . (Daily)	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator, Instructional Specialists and Teachers.	Walkthrough documentation, BOY, MOY, and EOY reading diagnostic instrument data, TRS performance assessments, and other local assessments results.				
				Funding Sources: 199: General, Pre-Kinder Bilingual Education - \$3000.00, 199: General, Bilingual Education - \$3000.00, 263: Title III, Part A English Language Acq. - \$1200.00, 199: General, Pre-Kinder - \$4000.00, 199: General, Basic - \$4000.00, 211: Title I, Part A Improving Basic Programs - \$744.00			

3) Implement on a daily basis Opening the World of Learning (Owl) and Frog Street Press systems in Pre-K and Pre-PreK. Purchase manipulatives and other materials to enrich work stations and strengthen oral language development. (Daily)	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator, Instructional Specialists, and Teachers.	Walkthrough documentation , reading diagnostic instrument data and other local assessment results.				
	Funding Sources: 199: General, Pre-Kinder Bilingual Education - \$3000.00, 199: General, Bilingual Education - \$3000.00, 211: Title I, Part A Improving Basic Programs - \$2000.00, 199: General, Basic - \$2000.00, 199: General, Pre-Kinder - \$2000.00						
4) Provide required summer school program for English Language Learners (ELLs) in grades prekindergarten through kindergarten. Students shall have the opportunity to receive special instruction designed to prepare them to be successful in kindergarten and grade one. (120 hours during June - July 2017)	1, 2, 3, 5, 7, 9, 10	Principal, Early Childhood Administrator, Teachers	Attendance sheets, Pre & Post Language Arts/Mathematics, and reading diagnostic instrument results.				
	Funding Sources: District Level Funding						
5) Monitor progress of initiatives/activities in the PBMAS Integrated Intervention Continuous Improvement Plan. (Monthly)	1, 2, 3, 5, 9, 10	Principal and PBMAS Committee members	PLC and SBDM meeting agendas.				
	Funding Sources: None Needed						
6) All ELL students will participate in the Guided Language Acquisition Design (GLAD) instructional model in order to enhance English language acquisition and improve academic performance on all areas. (Daily)	1, 2, 3, 9, 10	Principal, Early Childhood Administrator, Instructional Specialists and Teachers.	Walkthrough documentation, reading diagnostic instrument data, TELPAS, Oral Language Proficiency Test (OLPT), TRS performance assessments, and other local assessment results.				
	Funding Sources: None Needed						
7) Identify, place, and monitor progress of English Language Learners (ELLs) through Language Proficiency Assessment Committee (LPAC). (Monthly)	1, 2, 3, 9, 10	Principal, Early Childhood Administrator, LPAC members and Teachers.	PEIMS data and LPAC documentation.				
	Funding Sources: None Needed						
							

Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures so that students are career and college ready.






Performance Objective 2: All Prekindergarten and Kindergarten students will demonstrate 90% mastery of the Texas Essential Knowledge and Skills (TEKS) and TEA Prekindergarten Guidelines in all academic areas.

Summative Evaluation: Reading diagnostic instrument data, OLPT, TELPAS, TRS Performance Assessments, other local assessment results and walkthrough documentation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Purchase necessary materials for pre-kindergarten and kindergarten teachers to develop and implement lessons that are aligned with the Pre-Kindergarten Guidelines and TEKS with support from lab assistants, language development assistants, and instructional specialists. Kindergarten teachers will implement the TRS curriculum support system. Educational field trips will be conducted throughout the academic year to support appropriate state standards. (Daily)	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator, Instructional Specialists and Teachers.	PLC meeting agenda/sign-in sheets, lesson plans, and walkthrough documentation,				
Funding Sources: 199: General, Bilingual Education - \$4000.00, 199: General, Pre-Kinder Bilingual Education - \$4000.00, 211: Title I, Part A Improving Basic Programs - \$12000.00, 199: General, Pre-Kinder - \$3000.00, 199: General, Basic - \$3000.00, 199: General, Special Education - \$1000.00, 199: General, Pre-Kinder Special Education - \$1000.00							
2) Purchase necessary materials and implement effective literacy approaches such as, but not limited to, Balanced Literacy (Reader & Writers Workshop), Guided Language Acquisition Design (GLAD) strategies, Go Math, Handwriting Without Tears, Esperanza Phonics, Foundations Phonics, Fonetica Para Leer Y Escribir, STEMscopes, and Write From the Beginning etc. Provide STEM presentations for students. (Daily).	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator and Instructional Specialists.	Walkthrough documentation and lesson plans.				
Funding Sources: 199: General, Basic - \$3000.00, 199: General, Pre-Kinder - \$3000.00, 211: Title I, Part A Improving Basic Programs - \$10000.00, 263: Title III, Part A English Language Acq. - \$2000.00, 199: General, Bilingual Education - \$2000.00, 199: General, Pre-Kinder Bilingual Education - \$2000.00							
3) Purchase necessary materials to strengthen math, science, reading, writing, social and health skills. Science, math and computer labs will be utilized to further enhance these skills as well as state adopted materials and other supplemental resources. (Weekly)	1, 2, 3, 9, 10	Principal, Early Childhood Administrator and Instructional Specialists.	Walkthrough documentation, BOY, MOY, EOY reading diagnostic instrument data, TRS performance assessments, other local assessments results, STEM presentations, progress reports and report cards.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - \$1500.00, 199: General, Basic - \$1500.00, 199: General, Pre-Kinder - \$1500.00, 199: General, Bilingual Education - \$2000.00, 199: General, Pre-Kinder Bilingual Education - \$2000.00, 199: General, Special Education - \$1000.00, 199: General, Pre-Kinder Special Education - \$1000.00							

4) Promote the love of reading through Book of the Month, and Book Fair, etc. (Every Semester).	1, 2, 3, 5, 9, 10	Principal, Early Childhood Administrator, Teachers, and Librarian.	Walkthrough documentation, distribution forms, parent sign-in sheets and student products.				
	Funding Sources: 199: General, Basic - \$500.00, 199: General, Pre-Kinder - \$500.00, 199: General, Bilingual Education - \$1000.00, 199: General, Pre-Kinder Bilingual Education - \$1000.00, 211: Title I, Part A Improving Basic Programs - \$3000.00						
5) Provide differentiated instruction within the school day to meet individual student needs. Materials for differentiated instruction for GT students include, but are not limited to, advance reading materials, consumables for differentiated lessons, and consumables for the STEM Expo. (Daily)	1, 2, 3, 9, 10	Principal, Early Childhood Administrator, G.T. Coordinator and Teachers.	Walkthrough documentation, lesson plans, TRS Performance Assessments, and local assessments. Progress reports and report cards.				
	Funding Sources: 199: General, Gifted & Talented - \$700.00						
6) Nominate, assess, test, and identify students to be served in the Gifted & Talented Program to establish the pool. (Spring Semester).	1, 2, 3, 7	Principal, Teachers and G.T. Coordinators	G.T assessment results & TEAMS report.				
	Funding Sources: 199: General, Gifted & Talented - \$2200.00						
7) Provide full-day Pre-Kindergarten classes for at-risk students (Daily).	1, 2, 9, 10	Principal and Early Childhood Administrator.	ADA Reports and Teacher Staffing Assignments				
	Funding Sources: 199: General, Pre-Kinder State Compensatory Educ. - \$78413.00						
8) Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students (Daily).	1, 2, 9	Principal and Early Childhood Administrator.	ADA Reports and Teacher Staffing Assignments.				
	Funding Sources: 199: General, State Compensatory Education - \$55997.00						
9) Preschool Program monolingual and bilingual teachers will provide direct classroom instruction to students (2 FTE) (Daily)	1, 2, 9	Principal, Early Childhood Administrator, and Classroom Teachers	Documentation of teacher aide activities, both during and outside of instructional time. ADA Reports and Teacher Staffing Assignments.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$141680.00						
10) Designated students with typical development and students with disabilities will participate in the Collaborative Classroom. (Every Semester)	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator and Special Education Staff.	ADA reports and student report cards.				
	Funding Sources: None Needed						
11) Monitor SPED students to assess student expectation deficiencies and progress toward IEP goals. (Daily)	1, 2, 3, 9, 10	Principal, Early Childhood Administrator, Teachers	ARD meeting documentation and progress of IEPs.				
	Funding Sources: None Needed						


12) Students identified through Early Childhood Intervention (ECI) will be given opportunities to enroll with appropriate support upon third birthday. (Every Semester)	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator and Special Education Staff	ADA reports and student report cards.				
Funding Sources: None Needed							
13) Implement the use of Social Worker to assist students and their parents to acquire resources needed to improve academic performance. (Every Semester)	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator, Social Worker, and Teachers	Walkthrough documentation, BOY, MOY and EOY reading diagnostic instrument data , TRS performance assessments, and other local assessments results.				
Funding Sources: District Level Funding							
14) Determine academic deficiencies/strengths through TPRI, Tejas Lee, mClass Circle early childhood assessments and benchmarks. (Monthly).	1, 2, 3, 5, 7, 9, 10	Principal, Early Childhood Administrator, and Instructional Specialists.	BOY, MOY & EOY reading diagnostic instrument data, TRS Performance Assessments, and other local assessments.				
Funding Sources: None Needed							
15) In order to establish a district-wide curriculum alignment all Kindergarten teachers will implement the TEKS Resource System (TRS) curriculum support. (Daily)	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator, Instructional Specialists and teachers.	Walkthrough documentation, on-line lesson planner, and principal center.				
Funding Sources: None Needed							
16) Immigrant/Migrant Priority for Service (PFS) students will be monitored each reporting period. (Every 9 weeks).	1, 2, 9, 10	Principal, Early Childhood Administrator, and Social Worker.	Progress reports, report cards, social worker log, and PEIMS reports.				
Funding Sources: None Needed							
17) Identify students in need of tutoring and schedule tutoring within the school day, to include at risk and migrant PFS students. (Daily).	1, 2, 3, 9, 10	Principal, Early Childhood Administrator, Teachers	Walkthrough documentation, BOY, MOY, EOY reading diagnostic instrument data, TRS performance assessments, other local assessments, progress reports and report cards.				
Funding Sources: None Needed							
18) Implement the Response to Intervention (RTI) process. (Every 9 weeks).	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator, Teachers, Counselor and Instructional Specialists.	TST meeting sign-in sheets, TST student referral roster, and student intervention plans.				
Funding Sources: None Needed							

<p>19) Implement Empowering Writers Model, Writer's Workshop Model, utilize writing rubrics in order to assess student writing progress and provide specific interventions as needed. Display student writing products throughout the campus. (Weekly)</p>	<p>1, 2, 3, 9, 10</p>	<p>Principal, Early Childhood Administrator, Instructional Specialists and Teachers.</p>	<p>Walkthrough documentation, individual student writing rubrics.</p>				
<p>Funding Sources: None Needed</p>							
<p>20) Monitor identification and placement of English Language Learners (ELLs), at risk, 504, homeless, migrant and Special Education students to ensure appropriate placement/coding. (Monthly).</p>	<p>1, 2, 3, 9, 10</p>	<p>Principal, Early Childhood Administrator, Teachers, Social Worker, Counselor.</p>	<p>LPAC minutes, PEIMS reports, ESPED Reports, and IEPs.</p>				
<p>Funding Sources: None Needed</p>							
<p>21) Provide Title I preschool (PPK for 3 year old) program (Daily).</p>	<p>1, 2, 3, 7, 9, 10</p>	<p>Principal, Early Childhood Administrator, Teachers.</p>	<p>PEIMS reports and ADA reports.</p>				
<p>Funding Sources: District Level Funding</p>							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures so that students are career and college ready.

Performance Objective 3: Technology will be integrated across the curriculum with 90% of students utilizing technology equipment in the classroom and computer lab. (District Goal 4)


Summative Evaluation: Reading diagnostic instrument data, Computer Lab Instructional Applications, walkthroughs, Frequency use of Promethean Board, iPads, Computer and other technological equipment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Purchase software and licenses to enhance the targeted TEA Prekindergarten Guidelines and TEKS such as but not limited to Nearpod, mClass Circle , TPRI, Tejas LEE , United Streaming, The Learning Station, Starfall, BookFlix and ABC Mouse. (1st semester).	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator, Computer Lab Aid, Teachers.	STAR Chart survey results, TEAMS data, lesson plans, and walkthrough documentation.				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$8000.00, 199: General, Basic - \$1000.00, 199: General, Pre-Kinder - \$1000.00, 199: General, Bilingual Education - \$2000.00, 199: General, Pre-Kinder Bilingual Education - \$2000.00			
2) Update technology by purchasing equipment such as but not limited to iPADS, lap top computers, audio amplifiers, in order to enhance targeted skills from the Prekindergarten TEA Guidelines and TEKS. Provide contracted maintenance and repair services. (Every Semester)	1, 2, 3, 7, 9, 10	Principal, Early Childhood Administrator, Computer Lab Aid, Teachers.	TEAMS data, fixed asset reports, lesson plans, and walk-through documentation.				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$20000.00, 199: General, Bilingual Education - \$3000.00, 199: General, Pre-Kinder Bilingual Education - \$3000.00			
							

Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures so that students are career and college ready.

Performance Objective 4: One hundred percent (100%) of faculty will facilitate and effectively coordinate the academic alignment between grade levels and all campuses. (District Goal 7)






Summative Evaluation: Reading diagnostic instrument data, OLPT, TELPAS, TRS Performance Assessments, other local assessment results and walkthrough documentation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Hold vertical meetings with Alarcon, Borrego, and Sambrano during the fall and spring semesters to better align instruction. (Every Semester).	1, 2, 3, 7, 8, 9, 10	Principals, Assistant Principals, Early Childhood Administrator, Teachers.	Sign in sheets and vertical meeting agendas.				
				Funding Sources: 199: General, Basic - \$300.00, 199: General, Pre-Kinder - \$300.00			
2) Participate in campus and district wide PLC meetings and trainings. Conduct peer observations to share knowledge and strategies within the campus and district elementary schools. (Every Semester).	1, 2, 3, 9, 10	Principal, Early Childhood Administrator, Instructional Specialists, and Teachers.	Training certificates, teacher feedback reports, agenda, and sign- in sheets/agendas.				
				Funding Sources: 199: General, Basic - \$300.00, 199: General, Pre-Kinder - \$300.00			
							

Goal 1: To improve student academic performance at all grade levels as measured by local, state, and federal accountability measures so that students are career and college ready.

Performance Objective 5: Provide a safe and positive environment that is free from alcohol, drugs, weapons, bullying, and gang activity. Ninety percent (90%) of students will participate in classroom and campus wide presentations. (District Goal 5)

Summative Evaluation: Parent surveys, TEAMS data (discipline referrals), and safety audit reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Promote school/home safety through activities such as anti-bullying presentations, Red Ribbon Week, fire safety, bus safety, safe use of internet and DAVE curriculum. Consistently implement the campus school wide discipline plan that is aligned with the Positive Behavior Intervention & Support (PBIS) framework. Conduct monthly fire drills, periodic campus lock downs, safety audits, and problem solving strategies. (Monthly).	1, 2, 3, 5, 9, 10	Principal, Early Childhood Administrator, Teachers, Counselor, and Social Worker.	TEAMS report, progress reports, report cards, safety audit reports , fire drill and lock-down checklist, and parent surveys.				
				Funding Sources: 199: General, Basic - \$500.00, 199: General, Pre-Kinder - \$500.00, 211: Title I, Part A Improving Basic Programs - \$500.00			
2) Students, parents, community members, faculty and staff will participate in activities/events established by the campus and district School Health Advisory teams in order ensure all children are healthy, ready to learn, and prepared to make healthy lifelong choices. (Every Semester).	1, 2, 5, 9, 10	Principal, Early Childhood Administrator, Teachers, Nurse, Counselor, and Social Worker.	PEIMS report, sign in sheets, parent surveys, walkthrough documentation, progress reports and report cards.				
				Funding Sources: 199: General, Basic - \$500.00, 199: General, Pre-Kinder - \$500.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 2: To provide and implement research-based professional development that supports best instructional practices and to implement effective teaching and learning strategies that strengthen all instructional programs.

Performance Objective 1: Provide professional development and resources to all faculty and staff in order to successfully meet or exceed federal NCLB performance standards and increase instructional effectiveness in the areas of reading, writing, science, mathematics, social studies, problem solving skills, and technology. Students will demonstrate 90% mastery of the Texas Essential Knowledge and Skills (TEKS) and TEA Prekindergarten Guidelines in all academic areas. (District Goal 9).

Summative Evaluation: Reading diagnostic instrument data, OLPT, local assessment results, TRS Performance Assessments, walkthrough documentation, documentation of completed professional development activities, teacher and staff turn over rate.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide staff development for instructional specialists and all staff to improve and enhance early childhood instructional methodologies to include but not limited to bilingual instruction methodologies, TPRI, Tejas Lee, mCLASS Circle, Special Education, Readers and Writers Workshop, English language acquisition strategies, ORACY, Gifted and Talented, STEMScopes, Thinking Maps, Performance-based Academic Coaching Teams (PACT), Kagan Cooperative Learning, Guided Language Acquisition Design (GLAD) La Cosecha, La Siembra, Administrative Professionals Conference, Technology Conference, Daily 5/CAFE, TABE, TEKS Resource System Conference etc. (Every Semester).	1, 3, 4, 5, 6, 7, 8	Principal, Early Childhood Administrator, Instructional Specialists, and Teachers.	Training certificates, sign in sheets, agendas, walkthrough documentation, BOY, MOY, EOY reading diagnostic instrument results, TRS performance assessments, and other local assessments, progress reports and report cards.				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$6000.00, 199: General, Basic - \$1000.00, 199: General, Pre-Kinder - \$1000.00, 199: General, Special Education - \$600.00, 199: General, Pre-Kinder Special Education - \$600.00, 199: General, Gifted & Talented - \$1600.00, 263: Title III, Part A English Language Acq. - \$18500.00			
2) Provide K-2 reading diagnostic TPRI & Tejas LEE Trainer of Trainer Workshops to ensure that all teachers are trained in the administration of the instrument and analyzing data generated, to include Tango Rx.(1st semester).	1, 8	Principal and Instructional Specialists.	BOY, MOY, and EOY reading diagnostic instrument reports				
				Funding Sources: 199: General, Basic - \$1660.00, 199: General, Bilingual Education - \$2000.00, 199: General, Pre-Kinder Bilingual Education - \$2000.00			
3) Provide staff development opportunities for staff to maintain the 100% qualified level to include campus instructional specialist. Attract, hire, and retain highly qualified teachers and staff. Provide teacher planning days during the fall and spring semesters in order to analyze progress and plan instruction accordingly.(Every 9 weeks).	1, 3, 4, 5, 6, 8	Principal, Early Childhood Administrator, Instructional Specialists, and Teachers.	Training certificates, sign in sheets/agendas, teacher feedback forms, staff evaluations, and retention rate report.				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$1000.00, 199: General, Basic - \$1000.00, 199: General, Pre-Kinder - \$1000.00, 199: General, Bilingual Education - \$2000.00, 199: General, Pre-Kinder Bilingual Education - \$2000.00			

4) Provide training in Response to Intervention (RTI) to include special training for the Teacher Support Team (TST) and classroom teachers. (1st semester).	1, 3, 4, 5, 6	Principal, Early Childhood Administrator, Teachers, and Counselor.	Sign in sheets, training certificates, walkthrough documentation, and TST referrals				
	Funding Sources: 199: General, Pre-Kinder - \$1000.00, 199: General, Basic - \$1000.00, 211: Title I, Part A Improving Basic Programs - \$2000.00						
5) Certified staff will take and complete the 30 hour GT Core Awareness training and 6 hour annual update. Provide scoring services for annual GT tests for GT nominees. (Every semester).	1, 3, 4, 5, 6	Principal, Early Childhood Administrator, Teachers.	Training certificates and certification data base.				
	Funding Sources: 199: General, Gifted & Talented - \$1700.00						
6) Campus Instructional Specialists will work with classroom teachers to support student learning, and to carry out district initiatives in all content areas via provision of professional development and modeling of best-practice instruction. The Campus Instructional Specialists are responsible for improvement of teaching and learning at the campus. (2 FTEs) (Daily)	1, 2, 3, 4, 8	Campus Administration Director of Instructional Programs Planning and Instruction Staff	Documentation of teacher contacts, through professional development sessions, professional learning community (PLC) meetings, and classroom visits, debriefing, and modeling.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$132813.00						
7) Professional Learning Community meetings (PLCs) will be conducted weekly in order to improve planning, curriculum alignment, implementation of the TRS curriculum support system components, and determine staff development needs. (Weekly).	1, 3, 4, 5, 8	Principal, Early Childhood Administrator, Instructional Specialists, and Teachers.	Sign in sheets, agendas, walkthrough documentation, BOY, MOY, and EOY reading diagnostic instrument data, TRS performance assessments, and other local assessments. Progress reports and report cards.				
	Funding Sources: None Needed						
8) Share information obtained from staff development sessions with other faculty members during PLC meetings. Disseminate materials on best practices and discuss during PLC meetings. (Monthly).	1, 3, 4, 5, 6, 8	Principal, Early Childhood Administrator, Teachers.	PLC meeting sign in sheets agendas, training certificates, agendas, lesson plans, and walkthrough documentation.				
	Funding Sources: None Needed						
9) Train staff on the use of new software, iPADS , Promethean interactive whiteboards, , trouble shooting, and other areas where technology update training is necessary to enhance teacher effectiveness and instruction. (Every Semester).	1, 2, 3, 5, 9, 10	Principal, Early Childhood Administrator, Teachers.	Training agendas, sign in sheets, training certificates, lesson plans, and walkthrough documentation.				
	Funding Sources: None Needed						
10) Support beginning teachers through the Texas Beginning Educator Support System (TxBESS) program and Performance-based Academic Coaching Teams (PACT). (Every Semester)	1, 3, 4, 5, 6, 8	Principal, Early Childhood Administrator, Teachers.	Campus teacher and staff turn over rate documentation, and support feedback reports.				
	Funding Sources: District Level Funding						


11) Identify staff development needs based on the district technology plan and on line survey results (STaR Chart) during Fall and Spring Semesters. (Every Semester).	1, 2, 3, 4, 5, 6, 8	Principal, Early Childhood Administrator, Teachers.	Survey results, walkthrough documentation, BOY, MOY, and EOY reading diagnostic instrument data, TRS Performance Assessments, and other local assessments. Progress reports and report cards.				
	Funding Sources: None Needed						
12) Provide professional development on the TEKS using Lead4ward, LLC trainers. (Every Semester)	1, 4, 5	Principal Instructional Specialists	Agenda Sign in sheet				
	Funding Sources: None Needed						
							

Goal 2: To provide and implement research-based professional development that supports best instructional practices and to implement effective teaching and learning strategies that strengthen all instructional programs.

Performance Objective 2: The campus will implement recruitment strategies to attract and hire quality teaching staff and support personnel, ensuring that all student have an opportunity to receive the highest quality of academic instruction.

Summative Evaluation:

Percentage Rate of New Teachers Continuing Employment with SEISD, Overall Retention Rate for All Employed Teachers in SEISD, STAAR/EOC Results






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Administrative staff will attend the annual recruitment fair at the University of Texas at El Paso to seek out quality applicants for teaching positions. (1st and 2nd semesters)	1, 2, 3, 5, 10	Principal and Early Childhood Administrator.	Percentage of open positions filled by quality, certified applicants				
				Funding Sources: None Needed			
2) Administrative staff will assist the Human Resources department by providing information related to needed employment positions and anticipated openings, in order for timely job postings to occur. (1st and 2nd semesters)	1, 2, 3, 5, 10	Principal and Early Childhood Administrator.	Consistency in Updates of Job Postings on District Website				
				Funding Sources: None Needed			
							

Goal 3: To effectively facilitate meaningful parental and community involvement.

Performance Objective 1: By May 2016, 80% of the parents will participate in school activities aimed at increasing student achievement.

Summative Evaluation: Parent surveys, sign in sheets, social worker, counselor log documentation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Inform parents about school activities through fliers, school messenger, home visits, phone calls, campus website, and school marquee posting. Conduct school meetings in both English and Spanish. (Monthly).	1, 5, 6, 10	Principal, Early Childhood Administrator, Social Worker, Counselor, Nurse, and Campus Secretary.	Event sign in sheets, school messenger reports, and parent surveys.				
				Funding Sources: 199: General, Basic - \$500.00, 199: General, Pre-Kinder - \$500.00, 211: Title I, Part A Improving Basic Programs - \$500.00			
2) Conduct researched-based parental involvement practices to include but not limited to, culturally significant celebrations, STEM Exposition, District Health Fair, G.T. Exposition, College Awareness, volunteer orientation, parenting meetings, and workshops (Family Frameworks), health/nutrition, Family Literacy Program , G.T. program, Educational Parenting Sessions (EPS) in reading, language arts, math, and science. (Every Semester).	1, 5, 6, 10	Principal, Early Childhood Administrator, Teachers, Instructional Specialists, and Counselor.	Event sign in sheets, parent surveys, BOY, MOY, and EOY reading diagnostic instrument data, TRS performance assessments, and other local assessments. Progress reports and report cards.				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$2000.00, 199: General, Basic - \$500.00, 199: General, Pre-Kinder - \$500.00, 199: General, Gifted & Talented - \$900.00			
3) Conduct parenting sessions to inform parents on student academic progress and behavior expectations. (Every Semester).	1, 5, 6, 7, 10	Principal, Early Childhood Administrator, Teachers, and Counselor.	TEAMS and PEIMS data, BOY, MOY, and EOY reading diagnostic instrument data, TRS performance assessments and other local assessments. Progress reports and report cards.				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$80.00			
4) Provide guidance to parents on procedures for checking out library resources. (Every Semester).	1, 6, 7	Librarian and Librarian Assistant.	Book check out documentation and sign-in sheets.				
				Funding Sources: None Needed			
5) Conduct transition field trips for students and parents to facilitate the transition of Head Start students coming to Loya and kindergarten students going into first grade. (2nd semester).	1, 5, 6, 7, 10	Principal, Early Childhood Administrator, Teachers, and Counselor.	Event sign in sheets, PEIMS and TEAMS data.				
				Funding Sources: 199: General, Basic - \$100.00, 199: General, Pre-Kinder - \$100.00			






6) Provide training to parent volunteers and participate in the annual Parental Engagement Conference. (Every Semester).	1, 5, 6, 10	Principal, Early Childhood Administrator, and Counselor.	TEAMS data, event sign in sheets, and parent surveys.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$2000.00						
7) Provide services to homeless students and assist parents in acquiring needed services through the social worker to include but not limited to school supplies, materials, clothing and shoes. (Daily)	1, 5, 6, 10	Social Worker, Principal and Early Childhood Administrator	Attendance records, progress reports, report cards.				
	Funding Sources: District Level Funding						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: To effectively facilitate meaningful parental and community involvement.

Performance Objective 2: Provide a structured developmental guidance and counseling program that will increase student's self-esteem, academic success, college/career goals, and increase student attendance to 97%. (District Goal 8)

Summative Evaluation: Student ADA reports, TEAMS data, social worker and counselor logs/documentation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide activities and incentives to students that promote positive self-esteem and attendance such as birthday announcements, student certificate/trophy presentations, PBIS incentives, recognize classes with perfect attendance, Star student ceremonies etc. (Daily).	1, 3, 5, 6, 10	Principal, Early Childhood Administrator, Counselor, and Teachers.	Sign in sheets, ADA reports, TEAMS reports, progress reports, and report cards.				
				Funding Sources: 199: General, Basic - \$1300.00, 199: General, Pre-Kinder - \$1300.00			
2) Provide character building classes for all students. Assist at risk students by providing small group sessions that will address social skills and other relevant topics. (Weekly)	1, 3, 4, 6, 7, 10	Counselor, Teachers, Principal and Early Childhood Administrator	ADA reports, TEAMS data, TST referrals, progress reports, and report cards.				
				Funding Sources: 199: General, Basic - \$1300.00, 199: General, Pre-Kinder - \$1300.00, 211: Title I, Part A Improving Basic Programs - \$2000.00			
3) Celebrate Spirit Day every Friday to include, but not limited to, school wide morning exercises activities (weekly). Recognize the teacher, employee, and volunteer of the month. (Monthly).	1, 6, 7, 10	Principal, Early Childhood Administrator, Counselor, and Teachers.	Student ADA reports, volunteer hour documentation, campus teacher and staff retention rate documentation.				
				Funding Sources: None Needed			
4) Contact parents of students not attending school with assistance of the district truant officer and school messenger. (Daily)	1, 3, 5, 6, 10	Principal, Early Childhood Administrator, Attendance Clerk and Truant Officer.	Student ADA Reports and school messenger reports.				
				Funding Sources: None Needed			
5) Provide social worker services for students and parents. (Daily)	1, 5, 6, 10	Social Worker, Principal and Early Childhood Administrator	Social Worker log/documentation.				
				Funding Sources: District Level Funding			

6) Provide services to Homeless students including but not limited to supplies, materials, clothing. (Daily)	1, 5, 6, 10	Social Worker, Principal and Early Childhood Administrator.	Attendance records, progress reports, report cards,				
	Funding Sources: District Level Funding						
7) Conduct parent and community classes to include but not limited to, College Awareness, volunteer orientation, parenting (Family Frameworks), health/nutrition, Family Literacy, G.T. program, Educational Parenting Sessions (EPS) in reading, language arts, math, and science. (Every Semester).	1, 5, 6, 10	Principal, Early Childhood Administrator, Teachers, Instructional Specialists, and Counselor	Event sign in sheets, parent surveys, BOY, MOY, and EOY reading diagnostic instrument data, TRS performance assessments and other local assessments. Progress reports and report cards.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$1999.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State Compensatory

Budget for Loya Primary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.61xx.01.102.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,997.00
199.11.61xx.06.102.34	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$78,413.00
	6100 Subtotal:	\$134,410.00

Personnel for Loya Primary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Rivas	Teacher	Class Size Reduction	.11
Carla Montoya	Teacher	Class Size Reduction	.11
Carmen Dominguez	Teacher	Class Size Reduction	.11
Claudia Sanchez	Teacher	Full Day Pre-K	.14
Cynthia Guevara	Teacher	Class Size Reduction	.11
Diana Berumen	Teacher	Class Size Reduction	.11
Diana Loya	Teacher	Class Size Reduction	.11
Diana Tirado	Teacher	Full Day Pre-K	.19
Edith Rodriguez	Teacher	Full Day Pre-K	.07
Esperanza Lazcano	Teacher	Class Size Reduction	.11
Isabel Rodriguez	Teacher	Full Day Pre-K	.18
Jessica Ortega	Teacher	Full Day Pre-K	.21
Julieta Fuentes	Teacher	Class Size Reduction	.11
Maria Velez	Teacher	Full Day Pre-K	.18
Mayra Loya	Teacher	Full Day Pre-K	.18
Priscilla Rosales-Quezada	Teacher	Class Size Reduction	.11
Reina Calderon	Teacher	Full Day Pre-K	.18
Sally Mendoza	Teacher	Full Day Pre-K	.02
Sylvia Guerrero	Teacher	Full Day Pre-K	.04

Title I

Schoolwide Program Plan

San Elizario ISD is a school district that is 97% economically disadvantaged. As such, all schools in our district have Title I allotments. These allotments are focused on scientifically research-based materials that supplement instruction.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. A comprehensive needs assessment of the entire campus that is based on information which includes the achievement of students in relation to the State academic content standards and the State student academic achievement standards.

2. Schoolwide reform strategies that –

a) provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement;

b) use effective methods and instructional strategies that are based on scientifically based research that –

- strengthen the core academic program in the school;
- increase the amount and quality of learning time, such as providing an extended school year, before – and after – school programs and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
- include strategies for meeting the educational needs of historically underserved populations.

c) include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and

d) address how the school will determine if such needs have been met; and

e) are consistent with, and are designed to implement, the State and local improvement plans, if any.

3. Instruction by highly qualified professional teachers.

4. In accordance with section 1119 and section 1114 (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children at the campus to meet the State’s student

academic achievement standards.

5. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
6. Strategies to attract high-quality highly qualified teachers to high need schools.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111 (b) (1) must be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. [P.L. 107-110, Section 1114 (b) (1)].

2: Schoolwide Reform Strategies

* Schoolwide reform strategies that –

- a) provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement;
- b) use effective methods and instructional strategies that are based on scientifically based research that –
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before – and after – school programs and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically underserved populations.
- c) include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and
- d) address how the school will determine if such needs have been met; and
- e) are consistent with, and are designed to implement, the State and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

* Instruction by highly qualified professional teachers.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

* In accordance with section 1119 and section 1114 (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children at the campus to meet the State's student academic achievement standards.

5: Strategies to attract highly qualified teachers

* Strategies to attract high-quality highly qualified teachers to high need schools.

6: Strategies to increase parental involvement

* Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

* Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

* Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

* Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111 (b) (1) must be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10: Coordination and integration of federal, state and local services and programs

* Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. [P.L. 107-110, Section 1114 (b) (1)].

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eloisa Rodriguez	Teacher-Primary Preschool Program	Title I, Part A	1
Kathy Brosch	Teacher-Primary Preschool Program	Title I, Part A	1
Nora Cecilia Almanzar	Campus Instructional Specialist	Title I, Part A	1
Rosa Isela Correa	Campus Instructional Specialist	Title I, Part A	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	George Augustain	Principal
Administrator	Ernesto Seigel	Early Childhood Administrator
Business Representative	Miguel Morales	
Classroom Teacher	Liliana Bautista	Kindergarten
Classroom Teacher	Cynthia Guevara	Kindergarten
Classroom Teacher	Priscilla Quezada	Kindergarten
Classroom Teacher	Eloisa Rodriguez	Pre Pre-Kindergarten
Classroom Teacher	Claudia Sanchez	Pre-Kindergarten
Community Representative	Lisandra Mendoza	
Non-classroom Professional	Cecilia Santiesteban	Counselor
Paraprofessional	Norma N. Avila	Secretary
Parent	Yamel Rodriguez	

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$4,000.00
1	1	2			\$4,000.00
1	1	3			\$2,000.00
1	2	1			\$3,000.00
1	2	2			\$3,000.00
1	2	3			\$1,500.00
1	2	4			\$500.00
1	3	1			\$1,000.00
1	4	1			\$300.00
1	4	2			\$300.00
1	5	1			\$500.00
1	5	2			\$500.00
2	1	1			\$1,000.00
2	1	2			\$1,660.00
2	1	3			\$1,000.00
2	1	4			\$1,000.00
3	1	1			\$500.00
3	1	2			\$500.00
3	1	5			\$100.00
3	2	1			\$1,300.00
3	2	2			\$1,300.00
Sub-Total					\$28,960.00
199: General, Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	2	5			\$700.00
1	2	6			\$2,200.00
2	1	1			\$1,600.00
2	1	5			\$1,700.00
3	1	2			\$900.00
Sub-Total					\$7,100.00

199: General, Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$1,000.00
1	2	3			\$1,000.00
2	1	1			\$600.00
Sub-Total					\$2,600.00

199: General, Bilingual Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$4,000.00
1	1	2			\$3,000.00
1	1	3			\$3,000.00
1	2	1			\$4,000.00
1	2	2			\$2,000.00
1	2	3			\$2,000.00
1	2	4			\$1,000.00
1	3	1			\$2,000.00
1	3	2			\$3,000.00
2	1	2			\$2,000.00
2	1	3			\$2,000.00
Sub-Total					\$28,000.00

199: General, State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	2	8			\$55,997.00
Sub-Total					\$55,997.00
199: General, Pre-Kinder					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$4,000.00
1	1	2			\$4,000.00
1	1	3			\$2,000.00
1	2	1			\$3,000.00
1	2	2			\$3,000.00
1	2	3			\$1,500.00
1	2	4			\$500.00
1	3	1			\$1,000.00
1	4	1			\$300.00
1	4	2			\$300.00
1	5	1			\$500.00
1	5	2			\$500.00
2	1	1			\$1,000.00
2	1	3			\$1,000.00
2	1	4			\$1,000.00
3	1	1			\$500.00
3	1	2			\$500.00
3	1	5			\$100.00
3	2	1			\$1,300.00
3	2	2			\$1,300.00
Sub-Total					\$27,300.00
199: General, Pre-Kinder Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$1,000.00

1	2	3			\$1,000.00
2	1	1			\$600.00
Sub-Total					\$2,600.00

199: General, Pre-Kinder Bilingual Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$4,000.00
1	1	2			\$3,000.00
1	1	3			\$3,000.00
1	2	1			\$4,000.00
1	2	2			\$2,000.00
1	2	3			\$2,000.00
1	2	4			\$1,000.00
1	3	1			\$2,000.00
1	3	2			\$3,000.00
2	1	2			\$2,000.00
2	1	3			\$2,000.00
Sub-Total					\$28,000.00

199: General, Pre-Kinder State Compensatory Educ.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$78,413.00
Sub-Total					\$78,413.00

211: Title I, Part A Improving Basic Programs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
1	1	2			\$744.00
1	1	3			\$2,000.00
1	2	1	Supplemental Instructional Materials	211.11.6399.01.102.30	\$12,000.00
1	2	2			\$10,000.00

1	2	3			\$1,500.00
1	2	4			\$3,000.00
1	2	9	Preschool Program - District Level		\$141,680.00
1	3	1			\$8,000.00
1	3	2	Supplemental Materials & Technology Equipment	211.11.6399.01.102.30.	\$20,000.00
1	5	1			\$500.00
2	1	1			\$6,000.00
2	1	3			\$1,000.00
2	1	4			\$2,000.00
2	1	6	Campus Instructional Specialist (2 FTEs)	211.13.6119.01.102.30	\$132,813.00
3	1	1			\$500.00
3	1	2			\$2,000.00
3	1	3			\$80.00
3	1	6			\$2,000.00
3	2	2			\$2,000.00
3	2	7			\$1,999.00
Sub-Total					\$351,816.00

263: Title III, Part A English Language Acq.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,176.00
1	1	2			\$1,200.00
1	2	2			\$2,000.00
2	1	1			\$18,500.00
Sub-Total					\$22,876.00

District Level Funding

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	13			\$0.00

1	2	21			\$0.00
2	1	10			\$0.00
3	1	7			\$0.00
3	2	5			\$0.00
3	2	6			\$0.00
Sub-Total					\$0.00

None Needed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	2	10			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	2	14			\$0.00
1	2	15			\$0.00
1	2	16			\$0.00
1	2	17			\$0.00
1	2	18			\$0.00
1	2	19			\$0.00
1	2	20			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	1	11			\$0.00
2	1	12			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00

3	1	4			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$633,662.00

Addendums

**Lorenzo Loya Primary School
Title I, Part A
2016-2017**

Org (All)











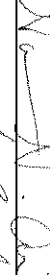
Sum of Amended Budget		S.Obj					Grand Total
Obj	Account Name	01	02	04	05	10	
6119	Salaries for Professional Personnel	107,584.23				116,264.00	223,848.23
6141	Social Security/Medicare	1,559.97				1,686.00	3,245.97
6142	Group Health & Life Insurance	10,810.00				10,824.00	21,634.00
6143	Worker's Compensation	1,622.80				1,860.00	3,482.80
6145	Unemployment Compensation	1,230.76				233.00	1,463.76
6146	Teacher Retirement/TRS Care	8,391.57				9,069.00	17,460.57
6149	OASDI	1,613.76				1,744.00	3,357.76
6239	Region XIX ESC			2,000.00			2,000.00
6299	Misc Contracted Services			1,300.00			1,300.00
6329	Reading Materials	2,500.00	900.00	1,000.00			4,400.00
6399	General Supplies	20,700.91	924.00		7,600.00		29,224.91
	Technology - General Supplies				31,000.00		31,000.00
6411	Employee Travel			1,500.00			1,500.00
	Travel & Subsistence - Employee		40.00	7,678.00			7,718.00
6419	Travel Non-Employees		280.00				280.00
6499	Miscellaneous Operating Costs		1,000.00				1,000.00
Grand Total		156,014.00	3,144.00	13,478.00	38,600.00	141,680.00	352,916.00

**Lorenzo Loya Primary School
Title III, Part A
2016-2017**

Org	(All)
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Sum of Amended Budget		S.Obj	
Obj	Account Name	00	Grand Total
6299	Misc Contracted Services	18,500.00	18,500.00
6411	Employee Travel	1,300.00	1,300.00
	Travel & Subsistence-Employee	3,076.00	3,076.00
Grand Total		22,876.00	22,876.00

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position	Signature
Administrator	George Augustain	Principal	
Administrator	Ernesto Seigel	Early Childhood Administrator	
Business Representative	Miguel Morales		
Classroom Teacher	Liliana Bautista	Kindergarten	
Classroom Teacher	Cynthia Guevara	Kindergarten	
Classroom Teacher	Priscilla Quezada	Kindergarten	
Classroom Teacher	Eloisa Rodriguez	Pre-Pre-Kindergarten	
Classroom Teacher	Claudia Sanchez	Pre-Kindergarten	
Community Representative	Lisandra Mendoza		
Non-classroom Professional	Cecilia Santesteban	Counselor	
Paraprofessional	Norma N. Avila	Secretary	
Parent	Yamel Rodriguez		