

San Elizario Independent School District

Sambrano Elementary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Mission Statement

Josefa L. Sambrano Elementary School will go beyond excellence by providing a nurturing learning environment that provides a solid foundation and instills a desire to be lifelong learners both academically and socially. In all that we do and all that we teach, we will provide education at an exemplary level.

Vision

Our students will be academically and socially developed citizens who are evolving in an innovative curriculum that meets the diverse needs of all students and equips them to be positive and contributing members of society.

Core Beliefs

By the time students exit Sambrano, each will:

- demonstrate self-esteem as a learner and person.
- demonstrate general academic knowledge and competencies.
 - demonstrate use of extended thinking skills.
- demonstrate problem-solving, decision-making, and group process skills.
 - utilize and adapt to technological advances.
 - show respect and concern for self and others.
- demonstrate social, civic, economic, and environmental responsibility.
 - be a self-directed, life-long learner.

Sambrano Elementary believes that all children

- need to be treated fairly, with respect and feel ownership for their learning
 - learn differently and at different rates to realize success
 - should feel safe at school and have their basic needs met
 - need knowledge applied to real life situations
 - are affected by self-esteem, and self-esteem affects learning
- learn more if they respect their teacher and respond to caring and positive attention
 - will be held accountable for their responsibilities, actions, and success
 - benefit and learn from success and failure
 - must be ready to learn, participate, and be successful
 - need support from home and have equal worth and value

- best exceed in an open, inviting, climate of continuous courtesy, and mutual respect
 - Effective Instruction Should . . .
 - be built on previous learning/knowledge
 - change to meet societal and student needs
 - have purpose
 - be flexible to meet needs of different children
 - include a variety of instructional and learning
 - provide gains in knowledge and skills activities
 - have an intervention plan for failures; teach students to grow from failures
 - be geared for student success and modified for learning styles
 - prepare students for the future and provide problem solving and critical thinking skills
 - honor all levels of success
 - provide students opportunities to exceed and reach beyond their grasp
 - prepare students to develop positive attitudes
 - be continually reinforced, clear, concise, and focused
 - Teachers and Administrators Should . . .
 - feel ownership for students' learning
 - use every opportunity to build each student's self-esteem
 - hold high, accurate, and flexible expectations for all students
- provide a majority of class time devoted to actively engaging students in learning activities; decrease seat work time
 - monitor guided practice as it is being completed
- communicate frequently with students' parents regarding student work and behavior
 - avoid using homework or extra work as a discipline technique
 - continue professional education in instructional techniques and programs
 - continue learning through workshops and seminars and/or college classes

Our School Must . . .

- provide a safe, healthy, secure, and nurturing environment
 - be a meaningful workplace
 - promote self-responsibility and respect for others
- be a cooperative and collaborative system between family, schools, community, and business
 - prepare students to be successful in a real, changing world
 - be a place to be successful
 - serve diverse cultures
 - be enjoyable

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	11
School Context and Organization	13
Technology	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: To improve student academic performance at all grade levels and subjects as measured by local, state and federal accountability measures so that students are career and college ready.	17
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.	23
Goal 3: To provide English language learners the resources and support to become proficient in English and to be mainstreamed successfully into an all English curriculum.	26
Goal 4: To integrate technology across the curriculum.	28
Goal 5: To provide a safe and positive environment that is free from alcohol, drugs, weapons, bullying, and gang activity.	29
Goal 6: To effectively facilitate meaningful parental and community involvement.	31
State System Safeguard Strategies	33
Federal System Safeguard Strategies	34
State Compensatory	35
Budget for Sambrano Elementary School:	35
Personnel for Sambrano Elementary School:	36
Title I	37
Schoolwide Program Plan	37
Ten Schoolwide Components	37
Title I Personnel	40
2016-2017 Site-Based Decision Making Committee	41
Campus Funding Summary	42
Addendums	46

Comprehensive Needs Assessment

Demographics

Demographics Summary

Josefa L. Sambrano is one of three elementary schools in the San Elizario Independent School District, which is located approximately 15 miles southeast of El Paso, Texas. The district encompasses 16 square miles and is bordered on its southern boundary by the Rio Grande River and Mexico. San Elizario ISD has over 3,800 enrolled students, with approximately 520 of those students enrolled in grades 1-6 at Josefa L. Sambrano Elementary. At Sambrano, 96% of all students are economically disadvantaged, 65% are limited English proficient, and 78% are classified as being at-risk.

Demographics Strengths

Our student population is homogeneous in nature.

Our school population averages around 86 students per grade level, making it a manageable size where the opportunity is available to get to know all students and their unique academic and social/emotional needs.

Demographics Needs

96% of the Sambrano student body is economically disadvantaged, 65% are limited English proficient, and 78% are classified at-risk. Therefore, it is necessary to have a nearly schoolwide curriculum and structure that is designed to meet the needs of these student populations.

Student Achievement

Student Achievement Summary

Sambrano received the state accountability rating of "Met Standard" for 2015-2016, which is the fourth consecutive year that the campus has met standard on all four state accountability indices.

Improvements that were made were incremental as opposed to substantial in 2015-2016. Several state system safeguards are tagged, to include Grade 4 Writing across the board, and the English language learner and special education population are below the safeguard threshold in reading and mathematics.

Student Achievement Strengths

- *Index 3 (Closing Performance Gaps) was 38, 10 points greater than the established target of 28.
- *Index 4 (Postsecondary Readiness) was 25, 13 points greater than the established target of 12.
- *Substantial improvement was made in the areas of Grade 5 Mathematics and Grade 4 Reading.
- *Moderate improvement was in the area of Grade 5 Science.
- *Our campus received a State Accountability Distinction Designation for Academic Achievement in Science.

Student Achievement Needs

- *Index 1 (Student Achievement) was 67, only 7 points greater than the established target of 60. It should be noted that this was an improvement of 3 points from 2015.
- *Index 2 (Student Progress) was 36, only 4 points greater than the established target of 32. It should be noted that this was an improvement of 5 points from 2015.
- *Substantial improvement is needed in Grades 3 and 6 Reading, Grades 3 and 4 Mathematics, Grade 4 Writing, and Grade 6 Mathematics.

*More students need to meet the Level III (Advanced) standard on state assessments in all grades and subjects.

School Culture and Climate

School Culture and Climate Summary

The culture and climate at Josefa L. Sambrano is success oriented. Our campus is implementing the Positive Behavior and Intervention System. Our campus is considered a safe and welcoming environment conducive to learning. Our students practice the three Bs: Being Respectful, Being Responsible, and Being Safe.

School Culture and Climate Strengths

Our students are recognized throughout the school year during Terrific Kids, Paws with Pride, Perfect Attendance, Accelerated Reader, and Academic Achievements. Our students also receive Positive Behavior Referrals when they are caught being good.

School Culture and Climate Needs

In order to ensure student success there is a need for continuous staff development in the areas of lesson planning, assessment, differentiation, modifications and accommodations.

There is also a need to increase our parental involvement. We have implemented class dojo and the Tuesday Folder to increase communication between home and school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sambrano Elementary employs 32 teachers and 6 instructional aides. Many of our staff have been teaching at our campus for an average of 10 years. There are also several staff members that are from the San Elizario community.

Staff Quality, Recruitment, and Retention Strengths

All teachers are certified in their field or are working toward certification in an accredited program.

Staff Quality, Recruitment, and Retention Needs

Our campus has hired new teachers, instructional coaches, and a math and science instructional aide. There is a need to continually monitor teacher and staff needs and offer support in the form of modeling and professional development in all district and campus initiatives.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Continuous and focused data analysis is recognized as an essential process at Sambrano. PLC groups that are data driven continuously improve and the campus performance is increasingly seeing more progress in this area. Full implementation of the state curriculum is expected in every classroom and monitored. Teachers experiencing difficulty with this campus/district expectation have been identified and are being provided support. The campus has implemented DRA/EDL as a means for formal assessment in order to gain a deeper look into their strengths and weaknesses in Reading. The campus also fully implements the Unit Assessments from TRS in all content areas. Lesson plans are created with the YAG and with academic rigor and relevance. Data binders are kept by each teacher and student data folders are kept for each student.

Curriculum, Instruction, and Assessment Strengths

Sambrano Elementary implements a weekly PLC and Data block of time in which teachers discuss, plan, review data, and learn new strategies. The content and language objectives are evident and the students are well aware of the purpose for the daily lesson. The utilization of thinking maps, kagan structures, interactive student notebooks, ELPs strategies, and Empowering Writers has proven to facilitate academic growth throughout the content areas.

Curriculum, Instruction, and Assessment Needs

There is a continuous need in the area of rigor, relevance, and relationships as demonstrated in the lesson delivery. Our campus is committed to providing staff development in these areas and will look for evidence in walkthroughs, learning walks, and lesson plans.

Family and Community Involvement

Family and Community Involvement Summary

Josefa L. Sambrano strives to build upon existing relationships with parents and the community in an effort to achieve our academic goals. Education for both groups is crucial, as well as a hands-on active approach. We will provide more opportunities for parents to participate in their child's academic activities. Parents are encouraged to take an active role in collecting data, making feedback and developing goals with their children. Increasing the communication between home and school should result in increasing our volunteer base as well as improving the quality of our parent involvement.

Many activities are structured to support parental involvement. Sessions are scheduled and will held consistently by our school counselor. Topics discussed during our parent sessions will review various items such as Family Frameworks, Sexting, Attendance and Truancy, Nutrition and health, CPS reporting, Homework, Grading, and the role of the parent during parent/teacher conference night. Parent trainings also encompassed content areas such as math and science, providing them with strategies to reinforce skills. These topics and others of interest will continue.

Family and Community Involvement Strengths

Josefa L. Sambrano has effective personnel that can provide and offer quality learning opportunities for members of our community. Our campus has been successful at preparing and facilitating sessions for parents that directly relate to the needs of the students and the campus.

Relevant topics such as reading in the home, discipline strategies, and good eating habits were presented in a manner that connected the school with the home. Parent/teacher conferences have also been a strength of the school. Teachers analyze their own data and prepare for a meeting with their students' parents.

Family and Community Involvement Needs

Our Campus needs to improve by increasing the number of participants in the many school-wide activities that are offered. We also need to improve at drawing in families that typically do not attend or have never attended a workshop or session designed especially for parents.

Our campus should continue to provide the following structures/communication in a consistent manner:

- Parent Information sessions with a flexible schedule (morning and evening sessions)
- Student incentives for parental attendance
- Repeated communication days leading up to an event or session
- Holding one content based family night each nine week period and offer incentives for family participation
- Utilizing all resources available and communicating consistently via newsletters and via the messaging system.

We would like the role of parents in the education of their children to be clear and have them more actively involved in the schooling of their children.

We aspire to have the relationship between parents and the school to be an authentic partnership between the school and home.

Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. To do so we must build enough trust and enough communication to realize that both teachers and parents have the same goal—an effective school and home for all children.

School Context and Organization

School Context and Organization Summary

Josefa L. Sambrano is organized by the Principal, Assistant Principal, and a Site Based Decision Making Committee. Our campus has been able to expand our services through two instructional specialists that are assigned to the campus. Sambrano is made up of six different grade levels and two self contained special education classes who participate in academic and professional development activities with both vertical and horizontal alignment implemented.

School Context and Organization Strengths

The two Instructional Specialists provide vital assistance to our staff in the areas of lesson planning, data disaggregation, lesson modeling, PLC, and targeted professional development. Communication with all stakeholders is at the forefront of our daily structure. The campus principal is in her second full year of service and many restructuring efforts have been implemented in a short amount of time.

School Context and Organization Needs

Although the schoolwide restructuring process is a need and has been beneficial for the organization, it has not come about without its challenges. In the past two years a number of new teachers have been hired and need to be mentored. This is combined with the challenge of building a new faculty with veteran and new teachers. These areas must be attended to on a daily basis to facilitate staff growth and student achievement.

Technology

Technology Summary

Josefa L. Sambrano School is equipped with wireless computers and Promethean Boards in many classrooms. Students are provided with educational opportunities through the use of updated technological equipment as well as highly trained instructors who incorporate this equipment into their lessons. The Promethean Boards allows teachers to quickly access information for lesson presentations and to assess student learning. Teachers were able to quickly assess students' understanding in a risk free setting through the use of the Activotes; using various resources including United Streaming, Brain POP, and TRS

Technology Strengths

Our strengths in technology are reflected daily with the students actively engaged in instruction and successfully implementing the applications to help them improve their reading, writing, listening, speaking, and most importantly, their learning. Teachers and students have access to iPads and i pods to use in literacy and math stations. We have purchase additional chrome books and ipads to enhance the student's use of technology across the content areas.

Technology Needs

Our technology needs are a twofold. One is quality professional development and implementation; and the other is providing the technology resources to our students and faculty. As we transition to digital textbooks the need for additional technology equipment rises. In the past we have utilized available funds to incorporate technology applications with instruction. Our challenge is to align the resources and equipment at once and not make these available in a segmented manner.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- 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 and subjects as measured by local, state and federal accountability measures so that students are career and college ready.

Performance Objective 1: All students will increase performance as measured by STAAR Grades 3-6 Reading from 69% to 76% meeting the 2016-2017 Passing Standard. English Language Learners will increase performance from 59% to 60% (System Safeguard). Students served in Special Education will increase performance from 42% to 60% (System Safeguard). All students will increase performance from 26% to 33% meeting the Final Level II standard. All students will increase performance from 8% to 15% meeting the Level III Advanced Standard.

Summative Evaluation: 2016-2017 STAAR Grades 3-6 Reading Results: All Students, English Language Learners, Special Education Population

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions from Guerra Publishing (Daily).</p>	1, 9	Campus Administration	Lesson Plans Classroom Walkthroughs Tutoring Attendance Records				
	Funding Sources: 211 Priority and Focus School Grant						
<p>2) An instructional aide will assist teachers in preparation and management of classroom activities, and will provide direct instruction to students under teacher supervision (1 FTE) (Daily).</p>	1, 2, 9	Campus Administration Classroom Teachers	Documentation of teacher aide activities, both during and outside of instructional time.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$28100.67						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Apply the balanced literacy approach to include read alouds, shared reading, word study, and literacy activities using Mentoring Minds, STAAR Master, Foundations, Book of the Month, and Comprehension Toolkit (Daily)</p>	1, 2, 8, 9	Administration Teachers Instructional Coaches	Unit Assessments Common Assessments STAAR TELPAS				
	Funding Sources: 199: General, Basic - \$1056.24						


<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide professional development in the areas of Comprehension Toolkit, Readers Workshop, and Literacy Stations (Monthly)</p>	1, 2, 3, 4, 8	Administration Instructional Coaches Planning and Instruction Staff	Unit Assessments Common Assessments DRA TELPAS STAAR				
Funding Sources: None Needed							
5) Purchase Measuring Up Licenses to print (Fall Semester)	1, 2, 3, 8, 9	Teachers Administration Campus Instructional Coaches	Unit Assessments Common Assessments STAAR				
Funding Sources: 199: General, Basic							
6) Purchase Learning A-Z License to facilitate reading instruction. (Fall Semester)	1, 2, 3, 8, 9, 10	Teacher Administration Computer Lab Teacher	DRA/EDL Unit Assessments TELPAS TPRI/Tejas LEE STAAR				
Funding Sources: 263: Title III, Part A English Language Acq. - \$6384.00							
7) Purchase GT testing materials and scoring services for GT-nominated students. (Fall Semester)		Principal; Director of Instructional Programs	GT Nomination Folders, score reports				
Funding Sources: 199: General, Gifted & Talented							
<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>8) Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students (Daily)</p>	1, 2, 9, 10	Campus Administration	Lesson Plans Classroom Walkthroughs Student At-Risk Documentation				
Funding Sources: 199: General, State Compensatory Education - \$147082.00							
<p style="text-align: center;">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>9) Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits) (Daily).</p>	1, 9	Campus Administration	Lesson Plans Classroom Walkthroughs Tutoring Attendance Records				
Funding Sources: 199: General, State Compensatory Education - \$20250.00							
10) Purchase Social Studies Weekly for grades 1-6 (Fall Semester)	1, 2, 3, 9	Administration Teachers Instructional Coaches	Unit Assessments STAAR TELPAS TPRI/Tejas LEE				
Funding Sources: 211: Title I, Part A Improving Basic Programs - \$3751.00							

State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 11) Students will be provided with after-school tutoring sessions and Saturday school. Transportation will be provided for students who attend. (Weekly)	1, 2, 9	Campus Administration	Tutoring attendance records				
	Funding Sources: 199: General, State Compensatory Education - \$20250.00, 199: General, State Compensatory Education - \$10000.00						
12) Purchase Thrive from McGraw Hill for 6th grade to include training (Fall Semester)	1, 2, 4, 8, 9	Administration Teachers Instructional Coaches	STAAR Unit Assessments TELPAS				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$2592.00, 211: Title I, Part A Improving Basic Programs - \$1000.00						
13) Purchase Forde Ferrier materials. (Fall Semester)	1, 2, 4, 8, 9	Teachers Instructional Coaches Administration	STAAR Unit Assessments				
	Funding Sources: 199: General, Basic - \$1320.00						
							

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

Performance Objective 2: All students will increase performance as measured by STAAR Grades 3-6 Mathematics from 68% to 75% meeting the 2016-2017 Passing Standard. English Language Learners will increase performance from 59% to 60% (System Safeguard). Students served in Special Education will increase performance from 52% to 60% (System Safeguard). All students will increase performance from 26% to 33% meeting the Final Level II standard. All students will increase performance from 9% to 16% meeting the Level III Advanced Standard.






Summative Evaluation: 2016-2017 STAAR Grades 3-6 Mathematics Results: All Students, English Language Learners, Special Education Population

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Purchase TEKS Practice Guides and Target the Question Kits for Grade 1-6 from Lone Star Learning (Fall Semester)</p>	1, 3, 8, 9	Teachers Instructional Coaches Administration	Common Assessments Unit Assessments STAAR				
Funding Sources: 199: General, Bilingual Education - \$120.00							
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Purchase Motivation Math from Mentoring Minds, STAAR Master, STAAR Ready student workbooks and Math Manipulatives, (Fall Semester)</p>	1, 2, 8	Administration Teachers Instructional Coach	Unit Assessments Common Assessments STAAR				
Funding Sources: 211: Title I, Part A Improving Basic Programs - \$6793.00, 199: General, Bilingual Education - \$1351.00, 211: Title I, Part A Improving Basic Programs - \$13631.00, 199: General, Bilingual Education - \$2382.00, 211: Title I, Part A Improving Basic Programs - \$77.24							
							

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

Performance Objective 3: All students will increase performance as measured by STAAR Grade 4 Writing from 51% to 60% meeting the 2016-2017 Passing Standard (System Safeguard). English Language Learners will increase performance from 35% to 60% (System Safeguard). All students will increase performance from 26% to 35% meeting the Final Level II standard. All students will increase performance from 8% to 17% meeting the Level III Advanced Standard.


Summative Evaluation: 2016-2017 STAAR Grade 4 Writing Results: All Students, English Language Learners

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>1) Provide professional development in Empowering Writers to include materials needed for training. Funding allocated in goal 2. (Fall Semester)</p>	1, 2, 4, 8	Administration Instructional Coaches Teachers	Monthly Writing Prompt with rubric Unit Assessment Interactive Student Notebooks				
				Funding Sources: None Needed			
<p>2) Purchase Empowering Writers - Editing, Revising and More for grades 2-4 Teacher's Manual and Student Book Set (Fall Semester)</p>	1, 2, 8, 9	Teacher Instructional Coach Administration	Common Assessments Unit Assessments Final Writing Pieces STAAR TELPAS				
				Funding Sources: 199: General, Basic - \$803.85			
<p>3) Purchase STAAR Writing Editing and Revision for grades 3-4 (Fall Semester)</p>	1, 3, 8	Administration Teachers Instructional Coaches	STAAR TELPAS Unit Assessments				
				Funding Sources: 199: General, Basic - \$1320.00, 199: General, Basic - \$5500.00			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 4: All students will increase performance as measured by STAAR Grade 5 Science from 79% to 85% meeting the 2016-2017 Passing Standard. All students will increase performance from 32% to 40% meeting the Final Level II standard. All students will increase performance from 8% to 16% meeting the Level III Advanced Standard.

Summative Evaluation: 2016-2017 STAAR Grade 5 Science Results: All Students






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Purchase STEM Scope student workbooks. (Fall Semester)	1, 2, 8, 9	Teachers Administration Instructional Coaches	Unit Assessments Common Assessments STAAR				
Funding Sources: 199: General, Basic							
2) Purchase materials for science lab (Fall and Spring Semester)	1, 9	Teachers Administration Instructional Coaches	Science ISN Unit Assessments Common Assessments STAAR				
Funding Sources: 199: General, Basic							
							

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: To provide professional development to 100% of faculty and staff that is geared toward academic areas that have been determined to be a need on the campus.

Summative Evaluation: 2016-2017 STAAR and TELPAS Results, TPRI/Tejas Lee Results, T-TESS evaluations; Documentation of 10% increase in completed professional development offerings from previous school year.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide professional development to first and second grade teachers for TPRI and Tejas LEE and Tango Rx, and provide professional development to STEM Dolls instructors via services provided by Think Outside the Box (TOTB). (Fall Semester)</p>	1, 3, 4, 5, 8, 9	Planning and Instruction Department Campus Principal	Agenda Sign In Sheets				
Funding Sources: 199: General, Basic							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Supplies to provide on site staff development to teachers on various topics such as, but not limited to, differentiated instruction, writing, math, reading, gifted and talented, planning rigorous lessons, improving science instruction in efforts to support ALL students.(Fall and Spring Semester)</p>	1, 2, 3, 4, 5, 8	Campus Administration	STAAR TELPAS TPRI/Tejas Lee				
Funding Sources: 199: General, Gifted & Talented, 199: General, Basic							
<p>3) Provide light snacks for professional development sessions. (Fall and Spring Semester)</p>	1, 3, 4, 5	Campus Administration	Agendas/Sign in Sheets				
Funding Sources: 199: General, Basic							
<p>4) Provide professional development through various book studies. (Monthly)</p>	1, 3, 4, 5	Campus Administration Instructional Coaches Region 19	Agenda and Campus Sign in sheets				
Funding Sources: 199: General, Basic							

State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 5) Provide professional development in Empowering Writers to include materials needed for training. (Fall Semester)	1, 2, 4, 8	Administration Instructional Coaches Teachers	Monthly Writing Prompt with rubric Unit Assessment Interactive Student Notebooks				
	Funding Sources: 199: General, Bilingual Education - \$407.00						
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 meetings, and classroom visits, debriefing, and modeling.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$134032.33						
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 7) Professional Learning Communities will meet weekly for 90 minutes to align instruction and assessments and provide continuous professional development; implementation of STAAR room /ISN teacher data books to review data and address student needs. (Weekly)	1, 2, 3, 4, 5, 8	Administration Teachers Instructional Coaches	Sign in sheets and agendas ISN student Data books Lesson Plans Guided Reading Binders Development of unit/common assessments District benchmarks Response to intervention referrals				
	Funding Sources: None Needed						
8) Purchase NISE Teacher STEM Certification for 8 campus employees (Fall Semester)	1, 2, 3, 4, 8	Administration Teachers	STAAR Unit Assessments				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$4600.00						
9) Administrator and Teachers will attend TABE Conference to gather professional development to facilitate instruction to our bilingual student population.	1, 3, 4	Administration Teachers	TELPAS STAAR				
	Funding Sources: 199: General, Basic						
 = 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 2: The campus will implement recruitment strategies to attract and hire quality teaching staff and support personnel, ensuring that all students have an opportunity to receive the best 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 potentially quality applicants for teaching positions. (Twice a year)	1, 2, 3, 5, 10	Campus Administration	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. (Every semester)	1, 2, 3, 5, 10	Campus Administration	Consistency in Updates of Job Postings on District Website				
Funding Sources: None Needed							
							

Goal 3: To provide English language learners the resources and support to become proficient in English and to be mainstreamed successfully into an all English curriculum.

Performance Objective 1: English Language Learners will increase performance as measured by STAAR Grades 3-6 Reading from 59% to 60% meeting the 2016-2017 Passing Standard (System Safeguard). English Language Learners will increase performance as measured by STAAR Grade 4 Writing from 35% to 60% meeting the 2016-2017 Passing Standard.






Summative Evaluation: 2016-2017 STAAR Grades 3-6 Reading Results and Grade 4 Writing Results, English Language Learners

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Purchase supplemental instructional reading materials to support Readers Workshop and Empowering Writers (Monthly)</p>	1, 3, 8, 9	Administration Teachers	Benchmarks Common Assessments Unit Assessments STAAR TELPAS DRA/EDL				
Funding Sources: 263: Title III, Part A English Language Acq. - \$2117.00							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Purchase supplemental materials to support the ELPS from Seidlitz Education (Fall Semester)</p>	1, 3, 8	Teachers Instructional Coaches Administration	Benchmarks Common Assessments Writing Samples TELPAS				
Funding Sources: 199: General, Bilingual Education							
<p>3) Purchase Woodcock Munoz and IOWA testing material from Houghton Mifflin to assess our ELL population. (Fall Semester)</p>	1, 2, 7, 8, 9	Administration Teachers	TELPAS DRA/EDL STAAR TPRI/Tejas LEE				
Funding Sources: 199: General, Bilingual Education							
<p>4) Purchase Esperanza supplementary materials from Valley Speech to support classroom interventions and instruction. (Fall Semester)</p>	1, 2, 9	Teacher Administration	Common Assessments Benchmark Tejas LEE TELPAS				
Funding Sources: 263: Title III, Part A English Language Acq. - \$1615.08							

Goal 3: To provide English language learners the resources and support to become proficient in English and to be mainstreamed successfully into an all English curriculum.

Performance Objective 2: TELPAS: English Language Learners will increase performance as measured by the Texas English Language Proficiency Assessment System (TELPAS) from 52% to 62% increasing at least one proficiency level in composite score.

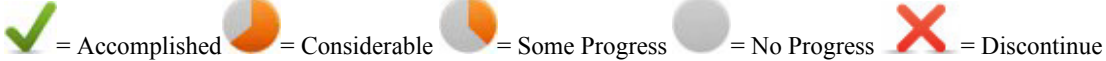
Summative Evaluation: 2016-2017 TELPAS Results, English Language Learners, Grades 1-6

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Sambrano Elementary will provide supplemental supplies to support GLAD such as construction paper, legal paper, butcher paper, chart tablets, flip chart markers, dry erase markers, laminating film, a color printer, and ink. (Monthly)</p>	1, 3, 8, 9	Administration Teachers Instructional Coaches	Benchmarks Common Assessments Unit Assessments Increase in proficiency level				
Funding Sources: 263: Title III, Part A English Language Acq. - \$390.68, 199: General, Bilingual Education							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Implementation of monthly writing samples using the TELPAS format that will be rated by each teacher. (Monthly)</p>	1, 8, 9, 10	Teacher Administration Instructional Coaches	Unit Assessments Common Assessments TELPAS STAAR				
Funding Sources: None Needed							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: To integrate technology across the curriculum.

Performance Objective 1: Faculty and staff will increase the use of technology applications to support instruction, and students will demonstrate an increase in technology application proficiency in all content areas. This will be evidenced by an average overall increase of one progress level in the teaching/learning category of the Texas STAAR chart. The rating of "Exemplary" will continue to be achieved in the "Digital Learning Environment" area of Community and Student Engagement.

Summative Evaluation: 2016-2017 Texas STAAR Chart Results, Records of Student Access to Technology Applications, Administrative Walkthroughs; Digital Learning Environment Rubric and Rating (Community and Student Engagement)


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Purchase iPads and the protective case for student use to facilitate instruction throughout the content areas. (Fall Semester)	1, 8, 9, 10	Teacher Admin CT	Common Assessments DRA Unit Assessments				
				Funding Sources: 263: Title III, Part A English Language Acq. - \$6398.24			
2) Purchase chrome books and carts for student use to facilitate instruction throughout the content areas. (Fall Semester)	1, 3, 8, 9	Campus Administration	Common Assessments DRA Unit Assessments				
				Funding Sources: 410: Instructional Materials Fund - \$20108.43, 410: Instructional Materials Fund - \$13405.62			
3) Utilize Nearpod and other web 2.0 tools to integrate technology into the curriculum (Fall Semester)	1, 10	Campus Computer lab Teacher	usage reports				
				Funding Sources: None Needed			
4) Purchase 3 teacher laptops from DELL to be used to facilitate classroom instruction (Fall Semester)	1, 3, 8, 9	Administration Teachers	Lesson Plans STAAR TELPAS				
				Funding Sources: 199: General, Bilingual Education - \$3024.00			
							

Goal 5: To provide a safe and positive environment that is free from alcohol, drugs, weapons, bullying, and gang activity.

Performance Objective 1: For the 2016-2017 school year, Sambrano will implement a plan of action to ensure that all students, faculty and staff feel safe at school and school related events. Discipline referrals will decrease by 15% from the previous school year.

Summative Evaluation: 2016-2017 Safety Reports, Discipline Referral Reports, Student Access to Interventions/Services, PBIS Implementation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide clothing and supplies for students in transition (Quarterly)	1, 2, 9, 10	Counselor Administration	Increase in attendance PBIS SWIS				
Funding Sources: None Needed							
2) Implementation of PBIS to include matrices, posters, reward system, and the SWIS system. (Daily)	1, 2, 8, 9	Administration Teachers Counselor	Discipline Reports Record of SWIS usage				
Funding Sources: None Needed							
3) Continue to strengthen current campus discipline management plans through Positive Behavior Intervention and Supports (PBIS) and Discipline with Dignity. (Daily)	1, 2	Associate Superintendent Campus Administrators	Discipline Reports				
Funding Sources: None Needed							
4) Enforce a zero tolerance policy and provide training opportunities deter disruptive behavior, to include but not limited to: Bullying, hazing, harassment, guns, gang activity, drug/alcohol abuse and prevention, dating violence, child abuse, and sexual abuse (Daily)	1, 2, 10	Associate Superintendent Campus Administrators	Incident Reports Agendas/Sign-In Sheets				
Funding Sources: None Needed							
5) Disseminate public notice of the educational rights of students in homeless situations. (Daily)	1, 2, 9, 10	Administration Building Staff Campus Administrators	Posted information in campuses and other district buildings/Agendas, sign in sheets				
Funding Sources: None Needed							
6) Provide families and youth in need with referrals to health, mental, dental, and social services, and assist students with various needs at the campus level. (Daily)	1, 2, 10	Nurses Counselors Social Workers	Documentation of referral process, Documentation of provided student services				
Funding Sources: None Needed							
7) Continue practice of lock-in illicit drug detection procedure in grades 5-12, in partnership with Interquest Detection Canines. (Twice Monthly)	1, 2	Support Services Staff Campus Administrators	DAEP/JJAEP Mandatory Placement Report				
Funding Sources: None Needed							






8) Continue observation and participation of Unity Day district-wide as an anti-bullying initiative. (Fall and Spring Semester)	1, 2	Superintendent Associate Superintendent Administration Building Staff Support Services Staff Campus Administrators Counselors Social Workers	Documentation of Unity Day Activities				
Funding Sources: None Needed							
							

Goal 6: To effectively facilitate meaningful parental and community involvement.

Performance Objective 1: Participation by parents and community members in school-based activities will increase by 10% from the 2015-2016 school year to the 2016-2017 school year.

Summative Evaluation: Documentation of Participation in Activities (Agendas, sign-in sheets kept by parent liaison, counselor, administration), and an increase of one achievement level in the "Community and Parent Involvement" area of Community and Student Engagement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Increase parental involvement by providing parent information on strategies on how parents can support their child in the learning process through make and takes and through GT Parent Nights. Also opportunities to attend parent workshops, seminars and conferences (Parent Engagement Conference). (Monthly)	1, 2, 6, 7, 9, 10	Administration Counselor	Sign in sheets Agenda				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$100.00, 211: Title I, Part A Improving Basic Programs - \$400.08			
2) Light refreshments & materials will be provided to help promote attendance in various activities designed for parents such as: Grandparent Recognitions with literacy awareness, Literacy Nights, book studies, educating parents on demands of STAAR, SSI, math and writing activities, family nights, parenting, healthcare, social media and technology sessions. (Fall and Spring Semester)	1, 2, 6, 7, 9, 10	Campus and District Administration Counselor	Sign in sheets and increased participation				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$114.08, 211: Title I, Part A Improving Basic Programs - \$84.69, 211: Title I, Part A Improving Basic Programs - \$100.00, 211: Title I, Part A Improving Basic Programs - \$1963.23			
3) Increase the recruitment of volunteers, the use of Parent portal and district communication system to establish open communication between home school. (weekly)	1, 6	Campus and District Administration	Sign-in sheets Agendas Increase in participation				
				Funding Sources: None Needed			
4) Refer at-risk students to government agencies and community service organizations. (Daily)	1, 6, 10	Counselor Social Worker	Parent Liaisons Social Worker Enrollment Documentation for Offered Classes and Trainings Agendas/Sign-in Sheets- Documentation of Parent Participation in School Activities				
				Funding Sources: None Needed			
5) Continue to educate parents on compulsory attendance requirements. (Every nine weeks)	1, 6	Campus Administrators Social Workers	Enrollment Documentation for Offered Classes and Trainings				
				Funding Sources: None Needed			
6) Address counseling issues regarding crisis intervention/at-risk needs for students and their parents. (Daily)	1, 6, 8	Campus Administrators Counselors	Agendas/Sign-in Sheets- Documentation of Parent Participation in School Activities				
				Funding Sources: None Needed			

7) Provide relevant information to parents in a variety of means (web-page, newsletters, fliers, notices, and letters). (Daily)	1, 6	Campus Administrators, Communications Officer	Enrollment Documentation for Offered Classes and Trainings Agendas/Sign-in Sheets- Documentation of Parent Participation in School Activities				
Funding Sources: None Needed							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions from Guerra Publishing (Daily).
1	1	3	Apply the balanced literacy approach to include read alouds, shared reading, word study, and literacy activities using Mentoring Minds, STAAR Master, Foundations, Book of the Month, and Comprehension Toolkit (Daily)
1	1	4	Provide professional development in the areas of Comprehension Toolkit, Readers Workshop, and Literacy Stations (Monthly)
1	1	8	Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students (Daily)
1	1	9	Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits) (Daily).
1	1	11	Students will be provided with after-school tutoring sessions and Saturday school. Transportation will be provided for students who attend. (Weekly)
1	3	1	Provide professional development in Empowering Writers to include materials needed for training. Funding allocated in goal 2. (Fall Semester)
2	1	1	Provide professional development to first and second grade teachers for TPRI and Tejas LEE and Tango Rx, and provide professional development to STEM Dolls instructors via services provided by Think Outside the Box (TOTB). (Fall Semester)
2	1	2	Supplies to provide on site staff development to teachers on various topics such as, but not limited to, differentiated instruction, writing, math, reading, gifted and talented, planning rigorous lessons, improving science instruction in efforts to support ALL students.(Fall and Spring Semester)
2	1	5	Provide professional development in Empowering Writers to include materials needed for training. (Fall Semester)
2	1	7	Professional Learning Communities will meet weekly for 90 minutes to align instruction and assessments and provide continuous professional development; implementation of STAAR room /ISN teacher data books to review data and address student needs. (Weekly)
3	1	1	Purchase supplemental instructional reading materials to support Readers Workshop and Empowering Writers (Monthly)
3	1	2	Purchase supplemental materials to support the ELPS from Seidlitz Education (Fall Semester)
3	2	1	Sambrano Elementary will provide supplemental supplies to support GLAD such as construction paper, legal paper, butcher paper, chart tablets, flip chart markers, dry erase markers, laminating film, a color printer, and ink. (Monthly)
3	2	2	Implementation of monthly writing samples using the TELPAS format that will be rated by each teacher. (Monthly)

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions from Guerra Publishing (Daily).
1	1	3	Apply the balanced literacy approach to include read alouds, shared reading, word study, and literacy activities using Mentoring Minds, STAAR Master, Foundations, Book of the Month, and Comprehension Toolkit (Daily)
1	1	4	Provide professional development in the areas of Comprehension Toolkit, Readers Workshop, and Literacy Stations (Monthly)
1	1	8	Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students (Daily)
1	1	9	Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits) (Daily).
1	1	11	Students will be provided with after-school tutoring sessions and Saturday school. Transportation will be provided for students who attend. (Weekly)
1	2	1	Purchase TEKS Practice Guides and Target the Question Kits for Grade 1-6 from Lone Star Learning (Fall Semester)
1	2	2	Purchase Motivation Math from Mentoring Minds, STAAR Master, STAAR Ready student workbooks and Math Manipulatives, (Fall Semester)
2	1	1	Provide professional development to first and second grade teachers for TPRI and Tejas LEE and Tango Rx, and provide professional development to STEM Dolls instructors via services provided by Think Outside the Box (TOTB). (Fall Semester)
2	1	2	Supplies to provide on site staff development to teachers on various topics such as, but not limited to, differentiated instruction, writing, math, reading, gifted and talented, planning rigorous lessons, improving science instruction in efforts to support ALL students.(Fall and Spring Semester)
2	1	7	Professional Learning Communities will meet weekly for 90 minutes to align instruction and assessments and provide continuous professional development; implementation of STAAR room /ISN teacher data books to review data and address student needs. (Weekly)
3	1	1	Purchase supplemental instructional reading materials to support Readers Workshop and Empowering Writers (Monthly)
3	1	2	Purchase supplemental materials to support the ELPS from Seidlitz Education (Fall Semester)
3	2	1	Sambrano Elementary will provide supplemental supplies to support GLAD such as construction paper, legal paper, butcher paper, chart tablets, flip chart markers, dry erase markers, laminating film, a color printer, and ink. (Monthly)
3	2	2	Implementation of monthly writing samples using the TELPAS format that will be rated by each teacher. (Monthly)

State Compensatory

Budget for Sambrano Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6117.01.103.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$20,250.00
199.11.61xx.01.103.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$147,082.00
6100 Subtotal:		\$167,332.00
6300 Supplies and Services		
199.11.6399.10.103.30	6399 General Supplies	\$20,250.00
6300 Subtotal:		\$20,250.00
6400 Other Operating Costs		
199.11.6494.05.103.30	6494 Reclassified Transportation Expenses	\$10,000.00
6400 Subtotal:		\$10,000.00

Personnel for Sambrano Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Ramirez	Teacher	Class Size Reduction	.10
Angelica Fernandez	Teacher	Class Size Reduction	.10
Carmen Contreras	Teacher	Class Size Reduction	.14
Cristine Lujan	Teacher	Class Size Reduction	.14
Cynthia Meza	Teacher	Class Size Reduction	.17
Diana Nunez	Teacher	Class Size Reduction	.11
Elena Moreira	Teacher	Class Size Reduction	.14
Gloria Loveless	Teacher	Class Size Reduction	.17
Gustavo Sosa	Teacher	Class Size Reduction	.14
Joselyn Zuniga	Teacher	Class Size Reduction	.10
Judith Gonzalez	Teacher	Class Size Reduction	.20
Leonor Gomez-Valenzuela	Teacher	Class Size Reduction	.17
Lorraine Coronado	Teacher	Class Size Reduction	.17
Maria Wilson	Teacher	Class Size Reduction	.20
Maribel Corral	Teacher	Class Size Reduction	.17
Ninive Gomez	Teacher	Class Size Reduction	.11
Patricia Magallanez	Teacher	Class Size Reduction	.14
Sandra Tinajero Betancourt	Teacher	Class Size Reduction	.14
Virginia Cera	Teacher	Class Size Reduction	.17

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. Our school's Title 1 Program is developed through a campus-wide planning process that begins with a lengthy Comprehensive Needs Assessment (CNA) process. Critical to developing our Title 1 program, the campus CNA process reveals the priority areas for required focus. The academic performance information about all students in the campus is analyzed in detail by student groups, including economically disadvantaged students; all ethnic groups; students with disabilities and special needs; limited English proficient students; homeless; and migrant students. Grade levels analyze results by these same groups and even down to each individual student. This analysis helps personnel identify where needs are changing within our campus and where efforts should be concentrated for the new school year.

The five steps that our campus undertakes throughout this process include:

1. Establishing a planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data
6. Reporting data findings to the campus

Throughout the planning process, campus administrators and teachers identify student needs and interventions that are currently in place.

We assess the effectiveness of those interventions and make recommendations for revisions as needed.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Our school's Comprehensive Needs Assessment (CNA) identified specific gaps between the current performance of our students and the vision of where we want to be, relative to key indicators and focus areas within the assessment. Data obtained from the CNA provided the foundation for the goals of the Comprehensive Schoolwide Plan. The program's evaluation measured how successful our campus has been in addressing identified needs and in meeting the goals of the plan.

The yearly schoolwide planning process contains several important steps throughout the year.

Annually writing the CNA with a focus on the requirements of Title 1 is always an extremely important step in the overall school improvement process. It also serves as an essential component to consider during all other campus and district planning processes. The CNA brings focus and coherence to student achievement strategies and has helped to ensure unity of purpose, alignment, and clear accountability for the District.

2: Schoolwide Reform Strategies

- The initiatives described in this improvement plan are in place in order to significantly impact student achievement and are based on scientifically-based research. Data indicates that they are strengthening the core academic program, increasing the quality and quantity of learning time, and are addressing the learning needs of all students in the District.

3: Instruction by highly qualified professional teachers

- Instruction by highly qualified professional teachers contribute to the creation of a successful schoolwide program.

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

- Each need identified in the Comprehensive Needs Assessment has been carefully analyzed and appropriate professional development is planned where needed. The plans for professional development are located in the body of this improvement plan under the appropriate goal and performance objective.

5: Strategies to attract highly qualified teachers

- Strategies to attract highly qualified teachers contributes to a successful schoolwide plan are addressed it is an expectation in our district and campus to bring in only those individual who meet the highly qualified requirements. This has allowed us to maintain 100% of our faculty and staff meeting highly qualified status.

6: Strategies to increase parental involvement

- Strategies to increase parental involvement in accordance with section 1118, such as family literacy services. We know that parental involvement is a major key to students' success. In addition to the regular procedures for parental involvement and in an attempt to increase our parental involvement a special parent advisory team has been organized. The composition of this team is quite varied and as campuses make plans for parental involvement, they bring their ideas to this team for feedback. The team has been charged to think about how the ideas/activities/projects impact their busy home lives and they will provide their opinions about successful implementation. This helps campuses better support parents and creates a higher level of participation.

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>
Fabiola Jordan	Campus Instructional Specialist	Title I, Part A	1
Guillermo Cazares	Aide - Classroom Math & Science	Title I, Part A	1
Rana Sanchez	Campus Instructional Specialist	Title I, Part A	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Teresa Wilks	Principal
Administrator	Monica Velarde	Assistant Principal
Classroom Teacher	Carmen Contreras	Fourth Grade Teacher
Classroom Teacher	Vianey Gomez-Valenzuela	Second Grade Teacher
Classroom Teacher	Sylvia Herrera	Special Education Teacher
Classroom Teacher	Cynthia Meza	Fifth Grade Teacher
Classroom Teacher	Priscilla Rodriguez	First Grade Teacher
Classroom Teacher	Sandra Tinajero	Sixth Grade Teacher
Classroom Teacher	Jocelyn Zuniga	Third Grade Teacher
Counselor	Bernice deVries	Campus Counselor
District-level Professional	Fabiola Jordan	Instructional Coach

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Wilson Language - Foundations		\$1,056.24
1	1	5			\$0.00
1	1	13			\$1,320.00
1	3	2			\$803.85
1	3	3	STAAR Writing Sp		\$1,320.00
1	3	3	STAAR Writing Eng		\$5,500.00
1	4	1			\$0.00
1	4	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	9			\$0.00
Sub-Total					\$10,000.09
199: General, Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
2	1	2			\$0.00
Sub-Total					\$0.00
199: General, Bilingual Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$120.00
1	2	2	STAAR Ready		\$1,351.00
1	2	2	Mentoring Minds		\$2,382.00

2	1	5			\$407.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
4	1	4			\$3,024.00
Sub-Total					\$7,284.00

199: General, State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$147,082.00
1	1	9			\$20,250.00
1	1	11			\$20,250.00
1	1	11			\$10,000.00
Sub-Total					\$197,582.00

211: Title I, Part A Improving Basic Programs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Aide - Classroom Math & Sciencr		\$28,100.67
1	1	10			\$3,751.00
1	1	12	Thrive		\$2,592.00
1	1	12	Thrive Training		\$1,000.00
1	2	2	STAAR Ready-Curriculum Associates		\$6,793.00
1	2	2	Mentoring Minds		\$13,631.00
1	2	2	Manipulatives		\$77.24
2	1	6	2 Instructional Specialist		\$134,032.33
2	1	8	STEM Certification		\$4,600.00
6	1	1	Refreshments for parent meetings, and workshops		\$100.00
6	1	1	Light refreshments and snacks		\$400.08
6	1	2	Office Depot		\$114.08
6	1	2	Warehouse		\$84.69

6	1	2	Terrific Kids		\$100.00
6	1	2	Materials for make and take		\$1,963.23
Sub-Total					\$197,339.32

211 Priority and Focus School Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00

263: Title III, Part A English Language Acq.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$6,384.00
3	1	1			\$2,117.00
3	1	4			\$1,615.08
3	2	1		263.11.6399.00.103.25	\$390.68
4	1	1	iPads		\$6,398.24
Sub-Total					\$16,905.00

410: Instructional Materials Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$20,108.43
4	1	2			\$13,405.62
Sub-Total					\$33,514.05

None Needed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	3	1			\$0.00
2	1	7			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
3	2	2			\$0.00

4	1	3			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
6	1	5			\$0.00
6	1	6			\$0.00
6	1	7			\$0.00
Sub-Total					\$0.00
Grand Total					\$462,624.46

Addendums

Josefa L. Sambrano Elementary
Title I, Part A
2016-2017

Org	(All)
-----	-------

Sum of Amended Budget		S.Obj			
Obj	Account Name	01	02	04	Grand Total
6119	Salaries for Professional Personnel	108,658.88			108,658.88
6129	Wages for Support Personnel	20,013.40			20,013.40
6141	Social Security/Medicare	1,865.74			1,865.74
6142	Group Health & Life Insurance	16,215.00			16,215.00
6143	Worker's Compensation	1,941.45			1,941.45
6145	Unemployment Compensation	1,472.01			1,472.01
6146	Teacher Retirement/TRS Care	10,036.44			10,036.44
6149	OASDI	1,930.08			1,930.08
6299	Misc Contracted Services			3,592.00	3,592.00
	Misc. Contracted Services	-			-
6329	Reading Materials	3,751.00			3,751.00
6399	General Supplies	20,326.00	2,262.00		22,588.00
6419	Travel Non-Employees		175.00		175.00
6499	Misc Operating Costs			4,600.00	4,600.00
	Miscellaneous Operating Costs		500.00		500.00
Grand Total		186,210.00	2,937.00	8,192.00	197,339.00











**Josefa L. Sambrano Elementary
Title III, Part A
2016-2017**

Org	(All)
-----	-------

Sum of Amended Budget		S.Obj	
Obj	Account Name	00	Grand Total
6329	Reading Materials	6,400.00	6,400.00
6399	General Supplies	10,505.00	10,505.00
Grand Total		16,905.00	16,905.00

2016-2017 Site-Based Decision Making Committee

Meeting Date: August 29, 2016

Committee Role	Name	Position	Signature
Administrator	Teresa Wilks	Principal	
Administrator	Monica Velarde	Assistant Principal	
Classroom Teacher	Carmen Contreras	Fourth Grade Teacher	
Classroom Teacher	Vianey Gomez-Valenzuela	Second Grade Teacher	
Classroom Teacher	Sylvia Herrera	Special Education Teacher	
Classroom Teacher	Cynthia Meza	Fifth Grade Teacher	
Classroom Teacher	Priscilla Rodriguez	First Grade Teacher	
Classroom Teacher	Sandra Tinajero	Sixth Grade Teacher	
Classroom Teacher	Jocelyn Zuniga	Third Grade Teacher	
Counselor	Bernice de Vries	Campus Counselor	
District-level Professional	Fabiola Jordan	Instructional Coach	