

Clint Independent School District

Red Sands Elementary

2019-2020

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Clint ISD Mission

The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for *the student* to maximize personal potential.

La mision del Distrito Escolar Independente de Clint es de preparar a todos los estudiantes para que sean ciudadanos exitosos. El Distrito trabajara en conjunto con la comunidad y con la familia para crear oportunidades para que *el estudiante* desarolle su potencial personal.

Red Sands Elementary School Mission Statement

The mission of Red Sands Elementary is to create and maintain a positive environment that ensures students attain grade-level skills, verified by academic measures. It is our purpose to educate all students to high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes.

Clint Independent School District

Together...We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

Value Statement

Red Sands is passionate about providing students the opportunity for growth academically, socially, emotionally, and physically, by implementing a variety of resources and the use of data to meet each student's individual needs.

Red Sands provides students a clean, safe, and appealing environment that implements state of the art technology in classrooms and labs, instructional materials that target the different learning styles of students, and opportunities to become involved in activities during and after school.

Red Sands cherishes our parents and community, partnering with them in the education of their children and providing a positive school environment. Parents are provided opportunities to improve their child's education as well as improve their own learning.

Red Sands teaches all children to be goal setters academically and in life. College is a major focus at Red Sands in order to foster attending college as a goal and to instill knowledge about colleges early in their educational development.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The following data was used to address the needs of Red Sands Elementary:

Student population: 765

Hispanic: 96.4%

White: 3%

African American: .03%

American Indian: .02%

Asian: 0%

Economically Disadvantaged: 92%

English Language Learners: 46%

Students Receiving Special education: 10%

Students at Risk: 66%

Demographics Strengths

Our ELL population is our strength. Red Sands community is rich in culture and we must continue promoting the culture in a positive light. Spanish language is a plus for many of our students and we must use it a springboard for success by celebrating the fact that students are Bilingual and Bilcultural.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students in K-2 are reading below grade level and are not ready to address the challenges of 3rd grade curriculum. **Root Cause:** Teachers lack the necessary training to address reading needs as they relate to reading continuum.

Problem Statement 2: Our combined STAAR scores for 2019 data showed that students scored below 80% on STAAR reading. **Root Cause:** Teachers need training in curriculum alignment, instruction, and RtI.

Problem Statement 3: Student attendance is below 97%. **Root Cause:** Some teacher have not taken an active role in student attendance.

Problem Statement 4: Student attendance is below 97%. **Root Cause:** Parents lack the understanding of the impact that absenteeism plays on student achievement.

School Processes & Programs

School Processes & Programs Summary

Remote Learning Needs

The District will be required to operate Remote Learning programs, at all levels, during the Spring 2020 school year. This remote learning will require that the District create instructional programs and provide resources to families. The District will need to ensure that all students have Internet access so that this required Remote Learning can occur. The District will use Federal Funds to purchase mobile hotspots for students to access the Internet and Remote Learning programs.

School Processes & Programs Strengths

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all students have access to Remote Learning programs. **Root Cause:** Not all students have Internet in their homes.

Priority Problem Statements

Problem Statement 1: Our student demographics show that 46% of our students are LEP and are reading below grade level.

Root Cause 1: Students coming from low socioeconomic homes come with less academic vocabulary necessary to engage in academic rigor.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in K-2 are reading below grade level and are not ready to address the challenges of 3rd grade curriculum.

Root Cause 2: Teachers lack the necessary training to address reading needs as they relate to reading continuum.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 53% of Bilingual students passed reading.

Root Cause 3: Our ELL population is 46% and some students are not progressing one level of proficiency per year in their language domains.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 20% of students in K-2 are reading below grade level and are not ready to address the challenges of 3rd grade curriculum.

Root Cause 4: Teachers lack the necessary training to address reading needs as they relate to reading continuum.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Some students have a hard time differentiation between bullying and isolated incidents of discipline.

Root Cause 5: Campus has not created opportunities for students to truly understand bullying.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Some teachers are rated Tier 3 as per their student data.

Root Cause 6: Teachers need to understand the relationship between curriculum, instruction, and assessment results

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Data shows that 30% of student are reading below grade level at the beginning of each year.

Root Cause 7: Teachers lack understanding of reading curriculum and best practices for teaching reading.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Data shows that 30% of ELLS are not developing in their language domains to be successful in exiting Bilingual program by their third year.

Root Cause 8: Teachers lack training in understanding language acquisition and transitioning students to English.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: The number of parents participating during meetings is less than 50%.

Root Cause 9: Teachers do not take a greater involvement in reaching out to parents.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Student attendance is below 97%.

Root Cause 10: Some teacher have not taken an active role in student attendance.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Student attendance is below 97%.

Root Cause 11: Parents lack the understanding of the impact that absenteeism plays on student achievement.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Less than 70% of students in 4th grade passed STAAR Writing.

Root Cause 12: Campus lacks vertical alignment and implementation of writing across grade levels.

Problem Statement 12 Areas: Student Achievement

Problem Statement 13: Data shows that less than 70% of students passed STAAR writing.

Root Cause 13: Campus has failed to implement writing curriculum throughout grade levels.

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: 70% of students fall in the approaching category of STAAR in reading, math, science and writing.

Root Cause 14: Lesson planning and lesson delivery lack rigor to support performance assessments and STAAR assessments.

Problem Statement 14 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals










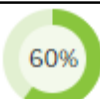
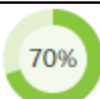
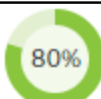
Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 1: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will pass all sections of the READING STAAR by 2019-2020 accordingly: Reading/ELA + 5%

Evaluation Data Source(s) 1: I-STATION, DRA, EDL, I-Read, Imagine Learning, LEXIA, STAAR, and TELPAS

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Implement Balanced Literacy Model using the Fountas & Pinnell Framework and F7P Classroom to include: a) Read Alouds b) Talking About Books c) Partner Reading d)Independent Reading e)Shared Reading f)Phonemic Awareness and Phonics (Word Study) g) Guided Reading h) Vocabulary I) Reading Conferences j) Fluency and Comprehension k)Systems 44/Read 180	2.4	Campus Administration Curriculum Coach CIT	a) Walk-Throughs b) Benchmark Data(DATA) c) PLC Information(Grade level Mtgs) d) Training Evaluations e) Calendar of Activities				
	Funding Sources: 199 GENERAL FUND - 17690.00, 211 ESEA, TI A IMP - 9570.00						
Comprehensive Support Strategy 2) Attain curriculum coach to model lessons, coach and train teachers on each of the components of Balanced Literacy	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administration CIT	I-Station TELPAS STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Comprehensive Support Strategy 3) Purchase materials in English and Spanish provide training to supplement each component of the Balanced Literacy Model especially in the areas of phonics, leveled reading books, guided reading/running records, shared reading, and genres to align with the TEKS and STAAR. Scholastic's will be used as an additional tool during intervention as a resource material to help students with phonics and comprehension. Use of chart tablets to provide anchor charts to model concepts for students. Purchase paper and headphones for Telpas writing samples and testing. Teachers will be given supplies/materials to help all ELL students. Purchase materials for AVID.	2.4, 2.5, 2.6	Administration Curriculum Coach Teachers	a) Purchase Order Reports b) Benchmark Data (Eduphoria) c) PLC Information(Grade level Mtgs) d) I-Station e) TELPAS f) STAAR				
				Funding Sources: 199 GENERAL FUND - 86818.00, 211 ESEA, TI A IMP - 4555.00			
Comprehensive Support Strategy 4) Expand classroom libraries and the leveled library to support balanced literacy.	2.4, 2.5, 2.6	Campus Administration Teachers Curriculum Coach	a) Purchase Requisitions b) Library Inventories				
Comprehensive Support Strategy 5) Assess students using I-Station software, DRA/EDL, LEXIA, Learning A-Z and LAS, /LINKS to identify and provide interventions and enrichment instruction based on individual needs using classroom computers. Assessment will provide guided instruction at the student's individual reading level.	2.4, 2.6	Administration Curriculum Coach Teachers	a) Benchmark Data (Eduphoria) b) I-Station c) TELPAS d) STAAR e) DRA/EDL data f) Running Records				
				Funding Sources: 199 GENERAL FUND - 7499.00, 211 ESEA, TI A IMP - 28312.00			
6) Follow the TRS YAG and IFD to increase rigor and develop common assessments. (90 minute planning block each Thursday to plan and develop lessons).	2.5	Administration Curriculum Coach Teachers	a) Year At a Glance b) TRS IFD c) Lesson plans d) Common Assessments				
				Funding Sources: 211 ESEA, TI A IMP - 2250.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Comprehensive Support Strategy 7) Provide training, modeling, and coaching. Purchase materials to prepare for more rigorous TEKS, the STAAR test, Pre K Guideline, Balanced Literacy implementation, and providing effective student interventions and provide Sped students with a safe place. Model instructional practices using book of the month.	2.5	Administration Curriculum Coach Teachers	Benchmark Data Walk Throughs				
	Funding Sources: 199 GENERAL FUND - 8661.00, 211 ESEA, TI A IMP - 12000.00						
8) Purchase furniture to include easels, carpets, tables.... necessary to deliver effective instruction and support campus support operations.	2.4	Administration	Walk Throughs				
9) Attain a Systems 44 teacher (Intervention teacher) to model, coach, train and support instruction.	2.5, 2.6	Campus Administration	Benchmark Data STAAR DRA TELPAS				
	Funding Sources: 211 ESEA, TI A IMP - 63435.00						
10) Maintain a 120 minute (minimum) reading/language arts block to integrate readers' and writers' workshops.	2.4	Campus Administration	a) Walk-Throughs b) Benchmark Data (Eduphoria) c) PLC Information(Grade level Mtgs) d) Training Evaluations e) Calendar of Activities				
11) Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, iPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.	2.4, 2.5, 2.6	Administrators Teachers Curriculum Coaches Librarian	Distribution Logs Check-out Forms Remote Learning Teacher Logs				
	Funding Sources: 211 ESEA, TI A IMP - 2000.00, 199 GENERAL FUND - 2000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 2: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will pass all sections of the WRITING STAAR by 2019-2020 accordingly: Writing + 5%

Evaluation Data Source(s) 2: STAAR, TELPAS

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Comprehensive Support Strategy 1) Follow implementation of Empowering Writers, and Thinking Maps materials/programs in conjunction with TRS to align with the writing TEKS and changes in STAAR.	2.4, 2.5, 2.6	Administration Curriculum Coaches Teachers	STAAR Benchmarks Student Products TELPAS Writing				
2) Continue a sequential plan for teaching modern manuscript handwriting using HMH and Universal Hand writing.	2.4	Administration Curriculum Coaches Teachers	Benchmarks Student Products Unit Assessments TELPAS				
3) Provide training to align to balanced literacy and Empowering writers. Include grammar, writers workshop, and Empowering Writers training.	2.4, 2.5	Administration Curriculum Coaches Teachers	Benchmark Unit Assessments				
Funding Sources: 211 ESEA, TI A IMP - 12000.00							
Comprehensive Support Strategy 4) Train teachers on 7 Pasos and implement the strategies to support writing across all content areas.	2.4, 2.5, 2.6	Administration Curriculum Coaches Teachers CBLT	TELPAS Writing Benchmarks Unit Assessments.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 3: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will pass all sections of the MATH STAAR by 2019-2020 accordingly: Mathematics + 5%

Evaluation Data Source(s) 3: STAAR, I-STATION, STEMSCOPES

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Use TRS YAG and IFD to plan lessons in all areas of the math TEKS with emphasis on: addition and subtraction w/whole numbers and decimals, multiplication and division, and underlying processes and mathematical tools (problem solving embedded). including web-based programs to support instruction.	2.4, 2.5, 2.6	Campus Admin. Teachers Curriculum Coach	a) TRS b) Year-at-a-Glance (YAG) c) Walk-throughs d) Benchmark Data e) Common Assessments f) PLC Mtgs/Lesson Plans				
				Funding Sources: 199 GENERAL FUND - 50617.00, 211 ESEA, TI A IMP - 12543.00			
2) Integrate multi-step problem solving into daily instruction.	2.4, 2.5, 2.6	Campus Admin. Teachers Curriculum Coach	a) TRS b) Year-at-a-Glance (YAG) c) Walk-throughs d) Benchmark Data e) Common Assessments f) PLC Mtgs/Lesson Plans g) PLC Mtgs/Lesson Plans				
				Funding Sources: 199 GENERAL FUND - 13327.00			
3) Target reading and decoding skills of LEP students to improve comprehension on math problem solving and the ability to understand directions and problems. Increase math vocabulary skills.	2.4, 2.5, 2.6	Campus Admin. Teachers Curriculum Coach	a) TRS b) Year-at-a-Glance (YAG) c) Walk-throughs d) Benchmark Data e) Common Assessments f) PLC Mtgs/Lesson Plans				
				Funding Sources: 199 GENERAL FUND - 2000.00			
4) Implement a variety of digital and hard copy materials to support mathematics in all reporting categories. (IPADS, software subscriptions.)	2.4, 2.5, 2.6	Campus Admin. Teachers Curriculum Coach	a) TRS b) Year-at-a-Glance (YAG) c) Walk-throughs d) Benchmark Data e) Common Assessments f) PLC Mtgs/Lesson Plans g) PLC Mtgs/Lesson Plans				
				Funding Sources: 199 GENERAL FUND - 19657.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
5) Utilize unit and common assessments as well as Performance Assessments to measure student mastery while following TRS during weekly 90 minute planning time	2.4, 2.5, 2.6	Campus Admin. Teachers Curriculum Coach	a) TRS b) Year-at-a-Glance (YAG) c) Walk-throughs d) Benchmark Data e) Common Assessments f) PLC Mtgs/Lesson Plans				
6) Integrate math facts into daily/weekly instruction so students can process information on multi-step problems. Purchase, implement, and train on: electronic media, instructional materials, Flipped lesson materials, lab materials, equipment, and supplies, and STAAR practice materials.	2.4, 2.5, 2.6	Campus Admin Teachers	a) Benchmark Data b) Common Assessments c) Performance Assessments				
	Funding Sources: 199 GENERAL FUND - 13327.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 4: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will pass all sections of the SCIENCE STAAR by 2019-2020 accordingly: Science + 5%

Evaluation Data Source(s) 4: STAAR

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Implement state recommended lab times using the K-1 lab, 2-3 lab, and 4-5th lab. Integrate science focused informational text into reading/language arts.	2.4, 2.5, 2.6	Campus Admin. Teachers Dist. Coord	a) Walk-Throughs b) Benchmark Data c) STAAR d) Common Assessments				
2) Purchase, implement, and train on: electronic media, instructional materials, lab materials, equipment, and supplies, and STAAR practice materials.	2.4, 2.5, 2.6	Campus Admin. Teachers	a) Walk-Throughs b) Benchmark Data c) STAAR d) Common Assessments e) Purchase Order Reports d) Performance Assessments				
Funding Sources: 199 GENERAL FUND - 19100.00							
3) Purchase non-consumable and consumable materials at each grade level and provide appropriate funding to purchase lab materials for the science lab and classroom	2.4, 2.5, 2.6	Campus Admin. Teachers	a) PLC Mtgs b) Purchase Order Reports c) TRS d) Calendar of Activities				
Funding Sources: 199 GENERAL FUND - 13327.00							
4) Follow TRS lessons and IFD aligned to the YAG to plan science instruction and develop common assessments. Implement 90 minute planning time on Thursdays to help plan for science.	2.4, 2.5	Campus Admin. Teachers Curriculum Coach	a) Walk-Throughs b) Benchmark Data c) STAAR d) Common Assessments e) Purchase Order Reports f) PLC Mtgs				
Funding Sources: 211 ESEA, TI A IMP - 2250.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
5) Provide field trips and virtual field trip experiences aligned to science TEKS to build background knowledge for students to relate to concepts in real life applications that align to the TEKS.	2.4, 2.5	Campus Admin. Teachers	a) Purchase Order Reports b) PLC Mtgs				
	Funding Sources: 199 GENERAL FUND - 10020.00						
6) STEMscopes license renewal to align all grade levels to teach Science TEKS.	2.4, 2.5, 2.6	Campus Admin Teachers Curriculum Coach	a)Year-at-a-Glance (YAG) b)Benchmark Data c)Common Assessments				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 5: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis. 504, Migrant, Homeless) will pass all STAAR in 2019-2020 accordingly: Reading/ELA +5%; Mathematics +5%; Writing +5%; Science +5% by RECEIVING INTERVENTIONS AND ENRICHMENT ACTIVITIES TO MEET INDIVIDUAL NEEDS

Evaluation Data Source(s) 5: I-STATION, DRA/EDL, STAAR, TELPAS

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p>1) 1) Identify students for subpopulations such as at-risk, GT, LEP, Pre K, SPED... using state and district approved assessments, processes, and procedures to provide appropriate instruction, services, interventions, and enrichment...</p> <p>Use referral and assessment data to identify gifted and talent students.</p> <p>Implement the Three Tier RTI Model (especially in the area of reading):</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Counselor GT Teacher	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h) Teacher Reports (Grade level Mtgs) i) I-Station				
Funding Sources: 199 GENERAL FUND - 1250.00							
<p>2) Read professional literature to align to balanced literacy, test talk, reading strategies, interventions, grammar, and writing initiatives</p>	2.4, 2.6	Campus Admin. Curriculum Coach Teachers Counselor Special Program Teachers	a) Teacher Reports (Grade level Mtgs) b) RTI Mtgs/data reviews				
Funding Sources: 211 ESEA, TI A IMP - 12000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p>Comprehensive Support Strategy</p> <p>3) Provide LEP, SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance:</p> <p>Tutoring//Saturday School (2-5 Tutoring and STAAR Tutoring)</p> <p>Enrichment/Reading Computer Lab</p> <p>Intervention Week</p> <p>Intersession Week</p> <p>Instructional Materials</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Counselor Reading Computer Lab Aide	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h) Teacher Reports (Grade level Mtgs) i) I-Station				
				Funding Sources: 199 GENERAL FUND - 24325.00, 263 ESEA, TIII LEP - 3000.00, 211 ESEA, TI A IMP - 44851.00			
4) Implement a skills based intervention program both during the school day, after school, Saturdays, and during summer interventions. Emphasis will be on core skills such as reading, math, writing. EL students will also focus on language development.	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Counselor	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h) Teacher Reports (Grade level Mtgs) i) I-Station				
5) Provide opportunities that will enrich student learning such as UIL, science expo, robotics, math bowl, student activities and jobs on the campus, clubs, intramurals.	2.4, 2.5, 2.6	All Staff	a) Number of Students participating b) Surveys				
Funding Sources: 199 GENERAL FUND - 7200.00, 211 ESEA, TI A IMP - 3431.00							
6) Provide students with field trip and virtual field trips experiences to build background knowledge so that students can make connections to real life situations with what they are studying	2.4, 2.5, 2.6	Campus Admin. Teachers	a) Teacher Reports (Grade level Mtgs) b) TRS c) Lesson Plans d) Purchase Order Reports				
Funding Sources: 199 GENERAL FUND - 11400.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
7) Purchase and provide opportunities that support GT students through instructional materials and field trips that will promote creative design, real life problem solving, team strategy and participation in competitions, logic and higher level thinking skills.	2.4, 2.5, 2.6	GT Teacher Campus Admin.	a) Teacher Reports b) Participation in competitions such as Math Bowl, UIL, Destination Imagination... c) Gains in performance on STAAR				
Funding Sources: 199 GENERAL FUND - 4375.00							
Comprehensive Support Strategy 8) Provide transportation for after school tutoring, Saturday tutoring and Intersession Acceleration STAAR camps to provide interventions to students to be successful in mastering the TEKS and STAAR.	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Counselor	a) At-Risk Report b) At Risk Folder/Documentation c) Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h) Teacher Reports (Grade level Mtgs) i) I-Station				
Funding Sources: 199 GENERAL FUND - 9550.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 6: With integrated TECHNOLOGY and supplemental instruction using technology all student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the STAAR in 2019-2020 accordingly: Reading/ELA +5%; Mathematics +5%; Science +5%

Evaluation Data Source(s) 6: STAAR Report

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Purchase software, online subscriptions, such as Accelerated Reader, hardware (computers, screens, tablets, projectors, document readers, and Smart TV), and general supplies to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support with the target of updating computers and chrome books.	2.4, 2.5, 2.6	Campus Admin. Teachers CTC	a) STAAR Report b) Purchase Order Reports c) TRS d) Walk-throughs e) Lesson Plans				
Funding Sources: 199 GENERAL FUND - 5500.00							
2) Provide training to enable staff members to implement technology into daily instruction.	2.4, 2.5, 2.6	Campus Admin. CTC	CTC a) STAR Report b) Eduphoria				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 7: All students groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will meet all sections of the state FITNESS requirements in 2019-2020

Evaluation Data Source(s) 7: STATE FITNESS TEST and SURVEYS

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Implement a TEKS aligned PE curriculum to promote vigorous physical activity and knowledge of team sports rules and procedures with a minimum of 120 minutes of physical education instruction per week within the 1:35 teacher/student ratio	2.4, 2.5, 2.6	Teachers PE Teachers	a) Teacher Reports (Grade level Mtgs) b) TRS c) Calendar of Activities e) Campus Surveys				
2) Schedule recess before lunch and serve healthy meals with multiple choices and salad bar to encourage better nutrition and eating habits		Campus Admin. Cafeteria	a) Menu b) Schedule				
Funding Sources: 199 GENERAL FUND - 1000.00							
3) Encourage family involvement in health activities through Fitness Fridays and other monthly family activities (Chalk the Block, Kite Day, Bubble Day etc.)	2.4, 2.5, 2.6	Campus Admin. Teachers PE Teachers	a) Calendar of Activities b) Flyers, Newsletters				
4) Promote tobacco, alcohol, and drug prevention		Campus Admin. Teachers PE Teachers Counselor MVHS Students and Teachers	a) Teacher Reports (Grade level Mtgs) b) TRS c) Calendar of Activities d) Lesson Plans				
5) Implement Eat Smart Program.		Campus Admin. Teachers PE Teachers Cafeteria	a) Teacher Reports (Grade level Mtgs) b) TRS c) Calendar of Activities d) Menu				
6) Participate and implement district school health advisory council recommendations and policy changes		Campus Admin. PE Teachers Parents Nurse	a) Meeting Agendas b) Meeting Minutes				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May

Goal 1: Red Sands Elementary will be a model of high standards for student academic excellence.

Performance Objective 8: The Campus will provide SUPPLEMENTAL SERVICES (teacher assistants) and supplemental instruction (supplemental programs) to students to support and increase student achievement.

Evaluation Data Source(s) 8: I-STATION, STAAR, PK Assessments, TELPAS results

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Support Staff-Instructional Aides (Teacher Assistants) PIC 21 PIC 22 PIC 23 PIC24/30 PIC 25 PIC 31 PIC 32	2.6	Campus Admin. PK Aides, Title I Aides	a) Teacher Reports (Grade level Mtgs) b) Benchmark Data (Eduphoria) c) STAAR d) AEIS/AYP				
2) Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32	2.6	Principal, Assistant Principal, Curriculum Coach, Computer Teacher	a) Teacher Reports (Grade level Mtgs) b) Benchmark Data (Eduphoria) c) AEIS/AYP				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 1: All students and adults will participate in activities that will promote greater SAFETY AND SECURITY

Evaluation Data Source(s) 1: Campus Crisis Management Plan and Evaluation Questionnaire/Checklist

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Crisis management team will meet to review and evaluate procedures each semester.		Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
2) Implement a system to check visitors who do not have a visible visitor pass		Campus Admin. Office Staff Security	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
Funding Sources: 199 GENERAL FUND - 6550.00							
3) Address accessible areas annually, such as doors, access to the roof, utilities by identifying the person(s) who will be responsible for monitoring.		Campus Admin. Office Staff Security Custodians	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
4) Identify staff member to check signs and visibility for parking, entrances, and exits. Conduct regular safety walk-throughs in/outside of the campus		Campus Admin. Security	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Safety/Security Audits/Inspections d) Campus Crisis Mgt Team Evaluation/Minutes				
5) Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriffs Dept. and Montana Vista Fire Department.		Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Calendar of Activities d) Teacher Reports (Grade level Mtgs)				
















Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
6) Train staff, parents, and students on safety and visitor procedures, pick up, drop off, and what to do in the event of an emergency also to include: bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention	3.1, 3.2	Campus Admin. Security Counselor	Safety/Security Audits/Inspections Campus Crisis Mgt Team Evaluation/Minutes				
7) Train staff in first aid, CPR, medical screenings, and use of AEDs Identify them on the evacuation maps.		Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 2: All students will participate in activities and lessons that teach CHARACTER AND HEALTHY LIVING to reduce campus referrals and discipline.

Evaluation Data Source(s) 2: AEIS, PEIMS, Safe Drug Free Survey

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Character Counts education and PBIS Expectations that will be integrated into the daily instruction and into individual social behavior. As part of this strategy, Character Counts and PBIS Expectations will be integrated in messages to the parents and community	3.2	Campus Admin. Teachers Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities c) Discipline Referral Reports				
2) Red Ribbon Week activities promoting drug free decision making		Campus Admin. Teachers Counselor	a) Calendar of Activities				
3) Cowboy Strong and Proud Cowboy campus award ceremonies celebrating student successes and improvements	2.6	Campus Admin. Teachers Counselor	a) Calendar of Activities				
Funding Sources: 199 GENERAL FUND - 4000.00							
4) Implement an anti-bullying program to promote positive behaviors, identify and eliminate bullying, and address the needs of victims.		All Campus Staff	a) Surveys b) Student, Parent, Teacher Reports c) Discipline Referrals				
5) Provide counseling and family services from outside agencies with the assistance of a coordinator from Communities in Schools to students with chronic negative behavior, lack of academic success, and situations where services could be available to help.	2.6, 3.2	Campus Admin. Teachers Counselor Communities in Schools Social Worker	a) Teacher Reports (Grade level Mtgs) b) Discipline Referral Reports c) Counselor Schedule & Evaluation				
Funding Sources: 211 ESEA, TI A IMP - 26000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
6) Establish a system of setting goals with rewards for reaching academic and behavior goals		Campus Admin. Teachers Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities				
	Funding Sources: 199 GENERAL FUND - 4000.00						
7) Celebrate achievements on boards in hallway and with rewards/incentives on a weekly and/or 9 week basis for academic, attendance, and positive behavior		Campus Admin. Teachers Counselor Parents Office Staff	a) Calendar of Activities				
	Funding Sources: 199 GENERAL FUND - 4000.00						
8) Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling	2.6, 3.2	Campus Administration CIS Personnel	Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling				
	Funding Sources: 211 ESEA, TI A IMP - 26000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 3: All students will be taught in a FACILITY that is well maintained and equipment is in good repair.

Evaluation Data Source(s) 3: Annual facilities reports and needs assessment reports

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Replace or repair broken furniture, audio visual equipment, technology, carpet, and items on or associated with the facilities and grounds.		Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports				
2) Implement a preventive maintenance program and schedule to maintain facilities and grounds (such as paint, replace carpeting in the library)		Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 4: All Teachers and students will have the necessary supplies and materials to provide quality instruction to meet student learning needs.

Evaluation Data Source(s) 4: Annual CNA

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Provide teachers, staff, and administration with general supplies, instructional supplies and materials, paper, laminating film, chart tablets... PROVIDE TEACHERS WITH INSTRUCTIONAL SUPPLIES AND MATERIALS FOR PROJECTS AND EXPERIMENTS FOR GT STUDENTS		Clerks, Campus Admin.	a) Inventory b) budget and PO reports c) CNA				
	Funding Sources: 199 GENERAL FUND - 47617.00						
2) Provide teachers, staff and administration with supplemental supplies for instructional use.		Clerks, Campus Admin	a) Inventory b) budget and PO reports c) CNA				
	Funding Sources: 199 GENERAL FUND - 47617.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Red Sands Elementary will ensure a safe well-disciplined positive learning environment for all students

Performance Objective 5: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Source(s) 5: Student Work Progress, Google Classroom documentation, teacher logs

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
Additional Targeted Support Strategy 1) Provide Mobile Hotspots for Internet access to students to access remote learning	2.4, 2.5, 2.6	Campus Administration, Teachers	All students successfully completing remote learning programs.				
Funding Sources: 211 ESEA, TI A IMP - 8300.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: At Red Sands Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: 100% of staff employed will be HIGHLY QUALIFIED in accordance with ESSA

Evaluation Data Source(s) 1: Teacher retention, Attestation Report

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Ensure that all teachers are certified in the appropriate subject or grade.		Campus Admin.	a) SBEC b) Personnel Reports				
2) Recruit and interview teacher and paraprofessional candidates who are certified for available positions.		Campus Admin	a) SBEC b) Job Fair Sign In Sheets				
3) Participate as a teacher preparation site for UTEP and Sul Ross University to train interns and have greater opportunity to recruit interns as RSE teachers.		Campus Admin.	a) Teacher Reports (Grade level Mtgs) b) Intern Rosters				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: At Red Sands Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: Red Sands and Clint ISD will provide PROFESSIONAL DEVELOPMENT to the staff in content areas including technology integration. (Approximately 6-7% of the 187 contracted days for teachers)

Evaluation Data Source(s) 2: Staff evaluations (T-TESS and professional), increase testing scores in all areas of campus, district, and state exams.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Provide professional development to all staff members to retain highly qualified teachers . Professional Development to support raising effective teacher performance		Campus Admin.	a) Calendar of Activities b) Training Sign In Logs				
	Funding Sources: 199 GENERAL FUND - 1490.00						
2) Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals, to include: Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness. Provide staff with training to help meet mastery of the TEKS and to meet the needs of all students including subpops. GT Training to certify all teachers Planning, alignment, and intervention sessions provided for each grade level TEPSA LEAD4WARD AVID District Training Conflict Resolution Day to day operations and instructional practices		Campus Admin. Teachers Curriculum Coach	a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs)				
	Funding Sources: 199 GENERAL FUND - 3190.00, 211 ESEA, TI A IMP - 5000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
3) Weekly leadership meeting and weekly teacher newsletter		Campus Admin.	a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs) d) Agendas				
	Funding Sources: 199 GENERAL FUND - 13327.00						
4) Implement PLC model with a weekly 90 minute planning block to give teachers time to plan instruction, develop common assessments, analyze data, and increase depth/rigor. Provide PLCs plan using the TEKS, YAG, IFD, create common assessments, and plan out instruction.		Campus Admin. Teachers Curriculum Coach	a) Calendar of Activities b) Training Sign In Logs c) Teacher Reports (Grade level Mtgs)				
	Funding Sources: 211 ESEA, TI A IMP - 12000.00						
5) All teachers and administrators will be afforded the opportunity to develop leadership skills through weekly Campus Based Leadership Team (CBLT) meetings.		Campus Administration	Weekly CBLT minutes T-PESS				

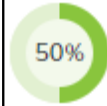


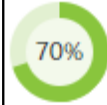


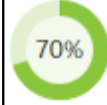


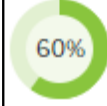


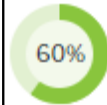


= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue








Goal 4: All Red Sands Elementary students will graduate from high school and be college and career ready.

Performance Objective 1: All student group and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be encouraged to ATTEND SCHOOL, complete school, and proceed to post secondary education. The attendance rate will increase to 97.5%.

Evaluation Data Source(s) 1: PEIMS

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Maintain ADA above 97% with a target of 97.5% using student incentives.		Administration Teachers	PEIMS Report				
Funding Sources: 199 GENERAL FUND - 4000.00							
2) Career activities through lessons, research, and career week.		Campus Admin Counselor Teachers	a) Lesson Plans b) Calendar of Activities				
Funding Sources: 199 GENERAL FUND - 500.00							
3) Provide a positive learning environment that promotes daily attendance along with incentives that reinforce daily attendance.		All Campus Staff	a) Campus Surveys				
Funding Sources: 199 GENERAL FUND - 4000.00							
4) Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses	3.2	Campus Admin. Teachers Office Staff Nurse Counselor	a) Campus Surveys b) Communication Portfolio				
5) Use weekly, 9 week, semester, and year end incentives for students that achieve perfect attendance (free dress, extra time for lunch, coupons, pencils, certificates, and prizes)		Campus Admin. Teachers Counselor Office Staff	a) Communication Portfolio b) Purchase Order Reports c) PEIMS Reports				
Funding Sources: 199 GENERAL FUND - 4000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
6) Admin. meet with parents for compulsory attendance related issues.	3.2	Campus Admin. Teachers Nurse	a) Communication Portfolio b) Purchase Order Reports c) PEIMS Reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: Red Sands Elementary will include parents, community, and business members in the education of all students.

Performance Objective 1: The campus will increase PARENTAL INVOLVEMENT by building a strong PARTNERSHIP WITH PARENTS. (Monthly Parent Meetings, Parent Workshops, and Parenting Classes)

Evaluation Data Source(s) 1: Title 1 Binder, Program Checklist, and Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) Provide training/materials and books that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition), and technologically	3.2	Campus Admin. Teachers Curriculum Coach Counselor Librarian Nurse	a) Calendar of Activities b) Survey Data c) Student Data (all sources to identify needs)				
	Funding Sources: 211 ESEA, TI A IMP - 2820.00						
2) Communicate with newsletters, website, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish	3.2	Campus Admin. Site Base Team	a) Federal Programs Binder				
	Funding Sources: 199 GENERAL FUND - 6550.00						
3) Review, amend, and implement annual Title I Parent/Teacher/Student Compact	3.1	Campus Admin. Site Base Team	a) Federal Programs Binder				
4) Inform parents of student progress through timely conferences, notes, progress reports, Class Dojo, Skyward Parent Portal, and phone calls	3.2	Teachers	a) Survey Data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
5) Encourage parents to become registered volunteers, attend parent workshops, and become involved with school functions, and work with their child(ren) on a daily basis . Find ways to make parents feel more welcome and acceptable of what the parents know vs. what they don't know	3.2	Campus Admin. Teachers Office Staff	a) Volunteer Report b) Communication Portfolio				
6) Empower parents and community members to lead school activities and programs.	3.2	Campus Admin. Teachers Curriculum Coach Counselor	a) Survey Data b) Communication Portfolio				
7) Provide transition activities for Head Start/PK students and parents, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs.	3.2	Campus Admin. Counselor	a) Survey Data b) Communication Portfolio c) Head Start Calendar				
8) Provide enrichment and supplementary materials for parents to include training in reading strategies and math strategies for home by campus staff, outside consultants, and by Region 19.		Campus Admin. Teachers Curriculum Coach Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities c) Flyers, Newsletters				
Funding Sources: 211 ESEA, TI A IMP - 2470.00							
9) Provide parent training to better assist children at home and at school (parent education classes by teachers, curriculum coach, administrators, counselors, Communities in Schools, and outside agencies. Provide training for Counselor to better assist in Parental Involvement	3.2	Campus Admin. Teachers Curriculum Coach Counselor CIS Coordinator	a) Teacher Reports (Grade level Mtgs) b) TRS c) Calendar of Activities d) Flyers, Newsletters				
Funding Sources: 211 ESEA, TI A IMP - 29570.00							
10) Hold monthly community events that promote campus goals and brings the community together. Provide snacks and materials to the parents	3.2	Campus Admin. Teachers Curriculum Coach Counselor Social worker CIS	a) Sign in sheets b) Agenda c) Calendar of Activities d) Flyers and Newsletters				
Funding Sources: 211 ESEA, TI A IMP - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement Balanced Literacy Model using the Fountas & Pinnell Framework and F7P Classroom to include: a) Read Alouds b) Talking About Books c) Partner Reading d)Independent Reading e)Shared Reading f)Phonemic Awareness and Phonics (Word Study) g) Guided Reading h) Vocabulary I) Reading Conferences j) Fluency and Comprehension k)Systems 44/Read 180
1	1	2	Attain curriculum coach to model lessons, coach and train teachers on each of the components of Balanced Literacy
1	1	3	Purchase materials in English and Spanish provide training to supplement each component of the Balanced Literacy Model especially in the areas of phonics, leveled reading books, guided reading/running records, shared reading, and genres to align with the TEKS and STAAR. Scholastic's will be used as an additional tool during intervention as a resource material to help students with phonics and comprehension. Use of chart tablets to provide anchor charts to model concepts for students. Purchase paper and headphones for Telpas writing samples and testing. Teachers will be given supplies/materials to help all ELL students. Purchase materials for AVID.
1	1	4	Expand classroom libraries and the leveled library to support balanced literacy.
1	1	5	Assess students using I-Station software, DRA/EDL, LEXIA, Learning A-Z and LAS,/LINKS to identify and provide interventions and enrichment instruction based on individual needs using classroom computers. Assessment will provide guided instruction at the student's individual reading level.
1	1	7	Provide training, modeling, and coaching. Purchase materials to prepare for more rigorous TEKS, the STAAR test, Pre K Guideline, Balanced Literacy implementation, and providing effective student interventions and provide Sped students with a safe place. Model instructional practices using book of the month.
1	2	1	Follow implementation of Empowering Writers, and Thinking Maps materials/programs in conjunction with TRS to align with the writing TEKS and changes in STAAR.
1	2	4	Train teachers on 7 Pasos and implement the strategies to support writing across all content areas.
1	5	3	Provide LEP, SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: Tutoring//Saturday School (2-5 Tutoring and STAAR Tutoring) Enrichment/Reading Computer Lab Intervention Week Intersession Week Instructional Materials
1	5	8	Provide transportation for after school tutoring, Saturday tutoring and Intersession Acceleration STAAR camps to provide interventions to students to be successful in mastering the TEKS and STAAR.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Carlos Villalobos	Principal
Administrator	Ericabeth Aldaco	Assistant Principal
Paraprofessional	Susan Ramirez	Secretary
Counselor	Linda Luna	Counselor
Curriculum Coach	Ericka Chavez	Curriculum Coach
Curriculum Coach	Gloria Molina	Curriculum Coach
Parent	Lisa Gomez	Parent
Classroom Teacher	Fernando Reza	Teacher
Classroom Teacher	Marisol Venegas	Sped Teacher

Campus Funding Summary

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	READING MATERIALS-MENTORING MINDS/TEACHER CREATED MATERIALS	199.E.11.6399.00.102.0.30	\$17,690.00
1	1	3	GENERAL SUPPLIES	199.E.11.6399.00.102.0.11	\$13,327.00
1	1	3	READING MATERIALS	199.E.11.6399.00.102.0.30	\$17,690.00
1	1	3	SUPPLEMENTAL SUPPLIES-MENTORING MINDS/TEACHER CREATED MATERIALS	199.E.11.6399.00.102.0.25	\$17,690.00
1	1	3	SCHOLASTICS	199.E.11.6399.00.102.0.30	\$34,290.00
1	1	3	GENERAL SUPPLIES FOR SPED	199.E.11.6399.00.102.0.23	\$2,421.00
1	1	3	AVID SUPPLIES FOR BILINGUAL STUDENTS	199.E.11.6399.00.102.0.25	\$700.00
1	1	3	AVID GENERAL SUPPLIES FOR STUDENTS	199.E.11.6399.00.102.0.30	\$700.00
1	1	5	LPAC	199.E.11.6339.00.102.0.25	\$800.00
1	1	5	LEXIA, EDUSMART, ACCELERATED MATH, SYSTEM 44 LICENSES	199.E.11.6247.00.102.0.30	\$5,500.00
1	1	5	N2Y SPED SOFTWARE	199.E.11.6395.S7.102.0.23	\$1,199.00
1	1	7	SUBSTITUTES FOR STAFF DEVELOPMENT	199.E.11.6112.01.102.0.11	\$3,000.00
1	1	7	SUBSTITUTES FOR STAFF DEVELOPMENT	199.E.11.6122.PK.102.0.34	\$600.00
1	1	7	SUBSTITUTES FOR TRAINING FOR SPED	199.E.13.6239.00.102.0.23	\$450.00
1	1	7	TRAINING FOR SPED-REGION 19	199.E.13.6239.00.102.0.23	\$1,190.00
1	1	7	TRAINING FOR BILINGUAL	199.E.11.6239.00.102.0.25	\$1,000.00
1	1	7	SPED MATERIALS	199.E.11.6399.00.102.0.23	\$2,421.00
1	1	11	Remote Learning Resources/Materials	199	\$2,000.00
1	3	1	SOFTWARE SUBSCRIPTION- ACCELERATED MATH	199.E.11.6247.00.102.0.30	\$3,000.00

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	GENERAL SUPPLIES	199.E.11.6399.00.102.0.11	\$13,327.00
1	3	1	GENERAL SUPPLIES- MATH MENTORING MINDS	199.E.11.6399.00.102.0.30	\$34,290.00
1	3	2	GENERAL SUPPLIES	199.E.11.6399.00.102.0.11	\$13,327.00
1	3	3	ELL MATERIALS -	199.E.11.6329.00.102.0.25	\$2,000.00
1	3	4	GENERAL SUPPLIES FOR MATH MATERIALS	199.E.11.6399.00.102.0.11	\$13,327.00
1	3	4	SOFTWARE SUBSCRIPTIONS - DESTINY	199.E.12.6247.D3.102.0.99	\$1,450.00
1	3	4	SOFTWARE SUBSCRIPTIONS-TEXQUEST	199.E.12.6247.TQ.102.0.99	\$193.00
1	3	4	IXL MATH SOFTWARE PURCHASE	199.E.11.6395.S7.00.102.30	\$4,687.00
1	3	6	GENERAL SUPPLIES	199.E.11.6399.00.102.0.11	\$13,327.00
1	4	2	EDUSMART	199.E.11.6247.00.102.0.30	\$2,500.00
1	4	2	INSTRUCTIONAL MOTIVATIONAL MATERIALS FOR BILINGUAL STUDENTS	199.E.11.6399.00.102.0.25	\$16,600.00
1	4	3	GENERAL SUPPLIES	199.E.11.6399.00.102.0.11	\$13,327.00
1	4	5	TRANSPORTATION FOR FIELD TRIPS	199.E.11.6494.00.102.0.30	\$9,550.00
1	4	5	TRANSPORTATION FOR FIELD TRIPS-GT	199.E.11.6494.00.102.0.21	\$470.00
1	5	1	TEST MATERIALS-LPAC	199.E.11.6339.00.102.0.25	\$800.00
1	5	1	SUBSTITUTES FOR SPED	199.E.11.6112.01.102.0.23	\$450.00
1	5	3	EXTRA DUTY PAY-TUTORING	199.E.11.6117.18.102.0.30	\$10,125.00
1	5	3	READING MATERIALS-SPED	199.E.11.6329.00.102.0.23	\$1,200.00
1	5	3	INTERSESSION	199.E.11.6117.Z1.102.0.30	\$13,000.00
1	5	5	STUDENT TRAVEL-UIL	199.E.36.6412.19.102.0.99	\$2,000.00
1	5	5	STUDENT FEES	199.E.36.6410.19.102.0.99	\$1,500.00
1	5	5	STUDENT TRAVEL-FEES	199.E.11.6494.00.102.0.11	\$500.00
1	5	5	STUDENT TRAVEL	199.E.36.6494.00.99	\$1,200.00
1	5	5	STUDENT TRAVEL-MOTHER/DAUGHTER ETC	199.E.11.6494.00.102.0.99	\$2,000.00

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	6	TRANSPORTATION	199.E.11.6494.00.102.0.11	\$8,200.00
1	5	6	TRAVEL-STUDENT -MOTHER/DAUGHTER UTEP	199.E.11.6494.00.102.0.99	\$2,000.00
1	5	6	TRANSPORTATION-UIL	199.E.11.6494.00.102.0.99	\$1,200.00
1	5	7	READING MATERIALS -GT	199.E.11.6329.00.102.0.21	\$400.00
1	5	7	TRANSPORTATION - GT	199.E.11.6494.00.102.0.21	\$470.00
1	5	7	ENTRY FEES - GT	199.E.11.6410.00.102.0.21	\$1,000.00
1	5	7	TRAVEL STUDENTS - GT	199.E.11.6412.00.102.0.21	\$850.00
1	5	7	SUPPLEMENTAL SUPPLIES-GT	199.E.11.6399.00.102.0.21	\$1,655.00
1	5	8	TRANSPORTATION	199.E.11.6494.00.102.0.30	\$9,550.00
1	6	1	ONLINE SOFTWARE-ACCELERATED READER	199.E.11.6247.00.102.0.30	\$5,500.00
1	7	2	GENERAL SUPPLIES - PE	199.E.11.6399.46.102.0.11	\$1,000.00
2	1	2	GENERAL SUPPLIES	199.E.23.6399.00.102.0.99	\$6,550.00
2	2	3	AWARDS	199.E.36.6498.00.102.0.99	\$4,000.00
2	2	6	AWARDS	199.E.36.6498.00.102.0.99	\$4,000.00
2	2	7	AWARDS	199.E.36.6498.00.102.0.99	\$4,000.00
2	4	1	GENERAL SUPPLIES	199.E.11.6399.00.102.0.11	\$13,327.00
2	4	1	GENERAL SUPPLIES	199.E.11.6399.00.102.0.30	\$17,690.00
2	4	1	GENERAL SUPPLIES	199.E.11.6399.00.102.0.25	\$16,600.00
2	4	2	SUPPLEMENTAL SUPPLIES	199.E.11.6399.00.102.0.30	\$17,690.00
2	4	2	SUPPLEMENTAL SUPPLIES	199.E.11.6399.00.102.0.25	\$16,600.00
2	4	2	SUPPLEMENTAL SUPPLIES	199.E.11.6399.00.102.0.11	\$13,327.00
3	2	1	TRAINING -SPED	199.E.13.6239.00.102.0.23	\$1,190.00
3	2	1	STAFF DEVELOPMENT-NURSE	199.E.33.6411.00.102.0.99	\$300.00
3	2	2	REGION 19 - SPED	199.E.13.6239.00.102.0.23	\$1,190.00
3	2	2	TEPSA	199.E.23.6411.00.102.0.99	\$2,000.00

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	GENERAL SUPPLIES	199.E.11.6399.00.102.0.11	\$13,327.00
4	1	1	AWARDS	199.E.36.6498.00.102.0.99	\$4,000.00
4	1	2	GENERAL SUPPLIES -COUNSELOR	199.E.31.6399.00.102.0.99	\$500.00
4	1	3	STUDENT AWARDS	199.E.36.6498.00.102.0.99	\$4,000.00
4	1	5	AWARDS	199.E.36.6498.00.102.0.99	\$4,000.00
5	1	2	GENERAL SUPPLIES	199.E.23.6399.00.102.0.99	\$6,550.00
Sub-Total					\$479,484.00
211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SYSTEMS 44	211.E.11.6247.Q4.102.0.30	\$4,570.00
1	1	1	REASONING MINDS	211.E.11.6247.RM.102.0.30	\$5,000.00
1	1	3	INSTRUCTIONAL SUPPLIES AND MATERIALS-SCHOLASTIC ONLINE	211.E.11.6395.S3.102.0.30	\$4,555.00
1	1	5	ISTATION	211.E.11.6249.N6.102.0.30.	\$16,668.00
1	1	5	STEMSCOPE ONLINE SUBSCRIPTION	211.E.11.6247.N8.102.0.30	\$4,354.00
1	1	5	EDUPHORIA SOTWARE SUBSCRIPTION	211.E.11.6247.S8.102.0.30	\$2,250.00
1	1	5	CSCOPE/TRS SOFTWARE SUBSCRIPTION	211.E.11.6249.T6.102.0.30	\$5,040.00
1	1	6	EDUPHORIA	211.E.11.6247.S8.102.0.30	\$2,250.00
1	1	7	SUBSTITUTES FOR STAFF DEVELOPMENT	211.E.11.6112.01.102.0.30	\$12,000.00
1	1	9	SYSTEMS 44	211.E.11.6119.00.102.0.30	\$63,435.00
1	1	11	Remote Learning Resources/Materials	211	\$2,000.00
1	2	3	SUBSTITUTES FOR TRAINING AND STAFF DEVELOPMENT	211.E.11.6112.01.102.0.30	\$12,000.00
1	3	1	STEMSCOPES	211.E.11.6247.N8.102.0.30	\$12,543.00
1	4	4	EDUPHORIA	211.E.11.6247.S8.102.0.30	\$2,250.00
1	5	2	SUBSTITUTES	211.E.11.6112.01.102.0.30	\$12,000.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	EXTRA DUTY PAY-TUTORING	211.E.11.6117.18.102.0.30	\$16,851.00
1	5	3	INTERSESSION	211E116117Z2102030000	\$28,000.00
1	5	5	ROBOTICS	211.E.11.6399.RB.102.0.30	\$3,431.00
2	2	5	COMMUNITIES IN SCHOOLS	211.E.31.6299.C1.102.0.30	\$26,000.00
2	2	8	COMMUNITIES IN SCHOOLS	211.E.31.6299.C1.102.0.30	\$26,000.00
2	5	1	Technology Equipment	211.11.6399	\$8,300.00
3	2	2		211E136411Q6102030000	\$5,000.00
3	2	4	SUBSTITUTES FOR TEACHER TRAINING/PD	211.E.11.6112.01.102.0.30	\$12,000.00
5	1	1	READING MATERIALS	211.E.61.6329.P2.102.0.30	\$2,200.00
5	1	1	GENERAL SUPPLIES	211.E.61.6399.P2.102.0.30	\$270.00
5	1	1	REGION 19	211.E.61.6239.P2.102.0.30	\$350.00
5	1	8	GENERAL SUPPLIES	211.E.61.6399.P2.102.0.30	\$270.00
5	1	8	READING MATERIALS	211.E.61.6329.P2.102.0.30	\$2,200.00
5	1	9	GENERAL SUPPLIES	211.E.61.6399.P2.102.0.30	\$270.00
5	1	9	READING MATERIALS	211.E.61.6329.P2.102.0.30	\$2,200.00
5	1	9	COMMUNITIES IN SCHOOLS	211.E.31.6299.C1.102.0.30	\$26,000.00
5	1	9	COUNSELOR-PARENTAL INVOLVEMENT	211.E.61.6411.P2.102.0.30	\$1,100.00
5	1	10	PARENT MATERIALS AND SNACKS	211.E.61.6499.P2.102.0.30	\$230.00
5	1	10	PARENT MATERIALS AND SNACKS	211.E.61.6399.P2.102.030	\$270.00
Sub-Total					\$321,857.00
263 ESEA, TIII LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	INTERSESSION	263.E.11.6117.Z1.102.0.25	\$3,000.00
Sub-Total					\$3,000.00
Grand Total					\$804,341.00