

San Benito Consolidated Independent School District

La Encantada Elementary School

2018-2019 Campus Improvement Plan



Mission Statement

The mission of La Encantada Elementary is to provide a positive, safe, and challenging learning environment for all students.

Vision

The vision of La Encantada Elementary is to challenge all students to go for the gold and succeed in life.

Value Statement

1. All students can and will learn. All teachers can teach.
2. High expectations for all encourage excellence.
3. Resources to support students' needs must be provided.
4. Excellence in teaching and learning is vital.
5. All students will be supported to pursue their passion upon graduation.
6. A community with shared ownership, purpose, and commitment work well together.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

La Encantada Elementary is a K-5th grade Title 1 campus in San Benito ISD. Student enrollment at La Encantada Elementary continued to steadily decline during 2017-2018, a pattern we have seen for the last 2-3 years. May enrollment data shows that 447 students are enrolled and that the Hispanic student groups is growing the fastest. Enrollment at La Encantada is 100% Hispanic, 92% of students are economically disadvantaged as compared to the district average of 84% and the state average of 59%, mobility rate is at 18% as compared to the district average of 20.7% and state average of 16.2%, 46.8% of our student population is identified as ELL as compared to the district average of 22.8% and the state average of 18.9%, and 4.7% of our student population are identified through special education as compared to the district average of 8.3% and the state average of 8.8%.

At La Encantada Elementary we have twenty-five teachers that are state certified. In addition, our six instructional paraprofessionals are highly qualified. We have 96% retention rate for educator employees. The systems that are in place to support our new teachers are: Professional Development, Teachers training teachers, New Teacher Mentor Program, Dean of Instruction Support, Instructional Leadership Team, Professional Learning Communities (PLCs), Technology Resources Support (i.e., laptops, ipads/software programs), grade level meetings, special education resources and established grade level Team Leader Responsibilities.

Aside from the present systems in place, we provide several strategies and structures in place to build capacity. Teachers are provided with Teacher Appreciation Week, District-wide professional development through Teachers Training Teachers, Campus-wide professional development through Professional Learning Communities (PLCs), and Collaborative Conference Meetings by imparting RTI Meetings, Special Education Teachers to Classroom Teacher Meetings, Team Meetings, Multimedia Meetings (Technology), and Faculty Meetings.

As part of our campus staff recruitment, we provide new teachers with describing campus and culture student and teacher incentives and demographics of our campus.

Our campus' staff retention excels compare to other campuses. Teachers are generally promoting a willingness to be selfless of their time for funding student rewards and dedicate extra hours for promotion on developing student achievement. Other reasons our teachers enjoy La Encantada Elementary are the once in a while treats for their hard work or their dedication as a whole campus to tasks at hand, the support staff available, and the administration encouragement and challenges set upon them to do well and excel in their professional development. The staff has been provided with PBIS staff development, content-areas specific training in k-5th grade levels.

The most effective teachers share with others within the campus and through the district through Meetings and workshops throughout the year. These are most beneficial and effective through the Faculty Meetings and through the Grade Level Meetings.

On the other hand, we have our teachers whose student performance is below district and/or state standards. In brief, we extend knowledge and understanding through Professional Learning Communities (PLCs), Staff Development coupled with Teacher training on specific needs, Content Area Task Force Meetings who come do the turn arounds on their trainings, Dean of Instruction TEKS Clarification and additional support needed based on Teacher's Needs, and RTI prescribed instruction/intervention for specific student needs.

Areas of Concern: Although we provide Grade Level Team Leaders at our campus, one enhancement to the title would be to define the responsibilities and/or description of responsibilities.

Next, within our strategies and structures in the area of Teacher Reward Functions, we would like to build our Teacher Reward Functions by occasionally extended lunches and campus lunch gatherings where we all pitch in to bring a plate that is part of a full meal.

Alongside the Professional Development there is a need for Specific Targeted Campus Professional Development, Encouragement & Support for specific strategies for teachers with individualized learning. Not only having this individualized learning but also providing specific formalities/guidelines for the Special Education - Teacher Meetings and Technology specific driven meetings.

Equally important would be to start the school year with the implementation on ELL-Bilingual Meetings and Vertical Meetings.

For staff recruitment, we would like to suggest that district-wide we bring back the school bus ride for our new recruits (staff) to get orientation on the school district's demographics and zoning. In like manner, we would incorporate a campus walk for our new hires and establish a "wall of fame" for existing teachers (and new hires) along with teacher's grade level goals & accomplishments explaining what they bring to our campus. For example, their graduate degrees, certifications, college attended and number of years of experience. This would be placed in our Campus website as part of a biography for each employee/educator.

Coupled with staff recruitment, when we look at staff retention, teachers expressed they would like to develop attendance rewards for them like raffles of gift cards, extended lunch or school supplies. By the same token, they would like to be given opportunities for time to collaborate with other colleagues in the day to day TEKS issues within the campus and within the district, having some flexibility to travel from one campus to another towards the end of the day. In the same fashion, occasional knick-knacks provided would show staff they are appreciated such as popcorn bash, candy bar treats, notepad stationary, marker set, soda pop treats, bubble gum extravaganza, consistently.

Resources Needed: Template defining the responsibilities and/or description of responsibilities, paraprofessional assistance, parent volunteers for gatherings & extended lunches, provide Literacy Academies implementation support for k-2nd, Circle implementation support for Pk, subject-content area professional development support for 3rd-5th, including our Special Education staff in all levels of training. Provide targeted objectives in PLC Agenda that includes ELL-Bilingual emphasis and include once every two months Vertical Teaming Meetings, gathering on teacher's credentials to provide credentials, funding for teacher of the month, monthly staff & teacher gifting for items such as popcorn, candy bars, stationary, marker sets, sodas, bubble gum, etc.

Demographics Strengths

La Encantada Elementary has many strengths. Some of the most notable demographics strengths include:

1. No students withdrew during 2017-2018 because they were unhappy with our campus.
2. Students, teachers and staff at La Encantada Elementary are very accepting of new students regardless of race or ethnicity.
3. The attendance rate at La Encantada have remained above both district and state level for both the 2016 and 2017 school year. Attendance rate during 2016 for La Encantada Elementary was 96.4% and attendance rate during 2017 was at 96.8%.
4. At La Encantada Elementary, our teachers build a desire to stay at this campus and possibly retire from this campus. The staff enjoys being part of the culture and climate that establishes set foundations for the students that are in attendance.
5. A strengths at this campus is the professional development that is already in place. We have New Teacher Mentor Program, Region One for Staff Professional Development, District-wide Professional Workshops, Special Population Staff Development (Special Education Meetings, Bilingual Education Meetings, RTI Meetings, 504 Meetings, and Instructional Leadership Academy Meetings). The meetings are aligned to district wide calendar. All meetings are face to face with power points or notes provided for note taking as part of the training on a monthly or bi-monthly. This varies with each meeting. In-house campus leadership is in charge to do the turn around and observe and support implementation on new learning. In like manner, our most effective teachers share through our district-wide Teachers training Teachers, Faculty Meetings, grade level meetings, and Professional Learning Communities (PLCs).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment for the last three years has declined. Enrollment for the 2016-2017 school year has decreased from 552 to 448. Enrollment for the 2017-2018 school year decreased from 448 to 413. Enrollment for the 2018-2019 school year is projected at 356. **Root Cause:** Families have moved and students have enrolled in neighboring districts, approximately 15 students will be attending the new STEAM academy, and one student will attend IDEA.

Problem Statement 2: Specific problem targeted professional development to meet the needs of our at risk and English Language Learners. **Root Cause:** Teachers lack training on how to best meet the needs of our ELL students and special education students.

Problem Statement 3: Having a high number of low social economic population of students affects the home to school support. **Root Cause:** The social economic level of our community, the lack of English language and education level of parents affects home support.

Problem Statement 4: High number of bilingual students in the classrooms-specifically Spanish speaking students with a slower transition to English. **Root Cause:** Lack of Spanish resources including but not limited to Social Studies and Science.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. For the 2016 state accountability, campuses are rated as Met Standard, Improvement Required, or Not Rated.

La Encantada Elementary rating for the 2014-2015 school year was Met Standard and meeting all four targets, shown as follows:

- Index 1 - Student Achievement. La Encantada Elementary Score: 64 (state target score = 60)
- Index 2 - Student Progress. La Encantada Elementary Score: 31 (state target score = 30)
- Index 3 - Closing Performance Gaps. La Encantada Elementary Score: 35 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Training Elementary Score: 25 (state target score = 12)

Although we are proud of our scores, we know there is much more work to be done. On the 2016 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

• La Encantada Elementary rating for the 2015-2016 school year was Met Standard and meeting all four targets, shown as follows:

- Index 1 - Student Achievement. La Encantada Elementary Score: 63 (state target score = 60)
- Index 2 - Student Progress. La Encantada Elementary Score: 41 (state target score = 30)
- Index 3 - Closing Performance Gaps. La Encantada Elementary Score: 35 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Training Elementary Score: 29 (state target score = 12)
- Reading - 59% (State 73% and District 64%)
- Math - 65% (State 76% and District 68%)
- Writing - 64% (State 69% and District 66%)
- Science - 68% (State 79% and District 72%)

• La Encantada Elementary rating for the 2016-2017 school year was Met Standard and meeting all four targets, shown as follows:

- Index 1 - Student Achievement. La Encantada Elementary Score: 71 (state target score = 60)
- Index 2 - Student Progress. La Encantada Elementary Score: 44 (state target score = 30)
- Index 3 - Closing Performance Gaps. La Encantada Elementary Score: 43 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Training Elementary Score: 40 (state target score = 12)
- Reading - 68% (State 72% and District 64%)

- Math - 76% (State 79% and District 71%)
- Writing - 69% (State 67% and District 63%)
- Science - 67% (State 79% and District 72%)

• **La Encantada Elementary rating for the 2017-2018 school year was Met Standard and meeting all four targets, shown as follows:**

- Overall Rating=82 Met Standards
- Student Achievement=73 Met Standard
- School Progress=83 Met Standards
- Academic Growth=83 Met Standards
- Relative Performance=82 Met Standards
- Closing the Gaps=81 Met Standards

La Encantada Elementary consists of 25 classroom teachers and 9 support staff. All prekindergarten and kindergarten classrooms have a teacher assistant to assist with instruction. We have one special education teacher that offers inclusion and resource services for our special education population. 22 out of our 25 teachers are bilingual certified and offer services to our ELL population. 19 out of our 22 classrooms are mixed classrooms with 4th and 5th grade classrooms mixed with full transition classroom.

Curriculum and instruction is monitored through classroom walkthroughs using the district classroom instructional walkthroughs as well as the TTESS formal observation. Data from the classroom walkthroughs reveal that it is likely that most students will master critical content of the lessons. Almost all teachers are taking advantage of instructional time to ensure student success.

La Encantada Elementary's current accountability rating is MET STANDARDS. The focus for this year is to improve STAAR scores in all Indexes, improve Istation and Imagine Math scores from one administration to the next in order to continue to Meet Standards and improve the number of Distinction Designations earned. We are targeting all academic areas with emphasis on reading for the current school year. As a campus we analyze test scores using the Deep Dive Analysis from Leverage Leadership, SLO, and Leading the Learning Series to determine areas of strengths and weaknesses and develop plans targeting the TEKS not mastered and identifying students that did not master these TEKS. After reviewing and analyzing our test scores, we utilize a variety of resources to determine campus needs. We utilize after school and Saturday tutorials for third through fifth grade beginning in October with K-2nd begin tutorials in January.

Teachers are encouraged to attend district staff development to acquire strategies and skills needed to help students master all content areas. The RTI committee provides strategies that teachers implement in the classroom in order to help students be successful in the classroom. After all interventions are exhausted then special education may be utilized as a last resort.

In order to continue to work toward a MEET STANDARDS Rating with improvement in Distinction Designations earned, the following strategies need to be addressed and implemented.

A. School Wide Reading Strategies

- a. Use graphic organizer such as Thinking Maps
- b. Story maps to be used with weekly reading stories
- c. Test taking strategies
- d. Weekly Reading logs used for Accelerated Reading

B. School Wide Science Strategies

- a. Implement hands on science experiments
- b. Incorporate vocabulary science games into lessons
- c. Every grade level working on the same TEKS objectives using the TEKS Resource System.
- d. School wide bulletin boards that reflect same science vocabulary works.

C. School Wide Math Strategies

- a. Use correct Math vocabulary when teaching lessons.
- b. Use manipulatives during math lessons in grades PK-2 and in upper grades as needed.
- c. 5-10 minute basic facts review.
- d. School wide bulletin boards with key math vocabulary words or bulletin boards displaying a strategy on how to solve a problem.

D. Campus Improvement Strategies

- a. Vertical Team Planning
- b. Additional staff development in Reading

c. Continue tutoring for all grade levels with emphasis on basic reading skills in k-1.

Student Academic Achievement Strengths

Mathematics is an area of strength for La Encantada Elementary with 89% of students approaching grade level standards on the STAAR test for the 2017-2018 school year; 52% meeting grade level standards, and 34% mastering standards.

ELL students have also shown growth in all areas in approaching grade level standards but we still need to improve the rigor of lessons in order to for students to perform at the meet/master levels.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Data for the last two years reveals that Special Education students score significantly below all other student groups in 3rd, 4th, and 5th grade reading and mathematics. **Root Cause:** Data and rigor of the lessons for special education students is not being addressed at the appropriate level.

Problem Statement 2: Students are not mastering vocabulary at the level and rigor required to meet STAAR standards. **Root Cause:** Students lack prior knowledge and do not have reading, listening, and speaking support necessary to master vocabulary at the rigor required on the STAAR test.

School Processes & Programs

School Processes & Programs Summary

La Encantada Elementary consists of 25 faculty members and 9 support staff. All pre kinder and kinder classrooms have a teacher assistant to assist with instruction. We have one special education teacher that offers inclusion and resource services for our special education population. 19 out of our 22 core classroom teachers are bilingual certified and offer services to our ELL population. 19 out of our 22 classrooms are mixed classrooms with 4th and 5th grade classrooms are mixed with full transition classrooms.

At La Encantada Elementary we have twenty-five teachers that are state certified. In addition, our nine instructional paraprofessionals are highly qualified. We have 96% retention rate for educator employees. The systems that are in place to support our new teachers are: Professional Development, Teachers training teachers, New Teacher Mentor Program, Dean of Instruction Support, Instructional Leadership Team, Professional Learning Communities (PLCs), Technology Resources Support (i.g., laptops, ipads/software programs), grade level meetings, special education resources and established grade level Team Leader Responsibilities.

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The most effective teachers share with others within the campus and through the district through Meetings and workshops throughout the year. These are most beneficial and effective through the Faculty Meetings and through the Grade Level Meetings.

On the other hand, we have our teachers whose student performance is below district and/or state standards. In brief, we extend knowledge and understanding through Professional Learning Communities (PLCs), Staff Development coupled with Teacher training on specific needs, Content Area Task Force Meetings who come do the turn arounds on their trainings, Dean of Instruction TEKS Clarification and additional support needed based on Teacher's Needs, and RTI prescribed instruction/intervention for specific student needs.

La Encantada Elementary has compiled data in order to make decisions about school context and organization. Classroom schedules reflect time allotted for a 90 minute reading block, 30 minute reading Tier 2 block, 90 minute math block, 30 minute Tier 2 math block, 45 minute Science/Social Studies block for K-3 with a 60 minute Science block for 4-5th grade, and 30 minute ESL block for all bilingual/mixed classrooms. Resource/inclusion services are included to meet student needs for students identified as special ed in order to help these students achieve success in the general curriculum setting.

In order to make educational decisions for our students, data is compiled and discussed among teachers through PLCs, grade level meetings, and school committees. Data is collected from STAAR results, district benchmarks, Istation, Imagine Learning Math, C-PALLS, six weeks benchmarks, district benchmarks, and daily/weekly assessments. Indicators such as bilingual, at-risk, ELL, Tier II and Tier III, and Special Education are used to group students appropriately in the classroom. Services provided to meet student needs are after school tutorials, Saturday tutorials, Saxon Phonics, Imagine Math, Big Brain Math, MyOn, and Istation.

Even though La Encantada faculty meets to address educational needs of all students, one area of concern would be to address vertical alignment teaming to make the connection from one grade level to the next. As part of the school context, it would benefit the campus to build a yearly calendar with all extracurricular activities as well as dates for school celebrations and events. Including students in the decision making would allow students to have input on materials used in the classroom as well as activities planned for the school year. This would increase student interest and result in higher student achievement.

La Encantada Elementary has one open lab and one science technology lab along with 2-4 computers in every classroom. Additional technology equipment in classrooms in K-5 classrooms are in Eiki projector, digital camera, Elmo projector screen, laptop for every teacher, and printer per grade level.

Professional Development on technology has been provided district-wide on general topics used district-wide. However, we have been unable to provide the needs uniquely and specifically targeted to La Encantada Elementary. Impact on district-wide professional development has helped teachers at a minimal level. The goal is to make all teachers highly effective with use of La Encantada software programs so they are able to transfer pertinent training and information to students. This would enable student's to work at a caliber level of understanding in the technology area.

Technology and technology software utilized to support curriculum, instruction, and assessment integration and implementation is as follows:

- A. Accelerated Reader: Building reading comprehensions and skills along with reward point system.
- B. Compass Learning: Helps build grade level TEKS objectives across all context areas.
- C. Star Fall: An early childhood program to build phonemic awareness and math skills.
- D. Fast Math: Helps build math TEKS objective skills as well as state assessment math.

Faculty and students use computers throughout all content areas on a daily basis. The faculty and student's technology proficiency is somewhat adequate.

School Processes & Programs Strengths

At La Encantada Elementary, the most effective teachers share with others within the campus and through the district through meetings and workshops throughout the year. These are most beneficial and effective through the Faculty Meetings and through the Grade Level Meetings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Specific targeted professional development to meet the needs of our at risk students. **Root Cause:** Teachers lack training on how to best meet the needs of at risk students, especially our special education students.

Perceptions

Perceptions Summary

At La Encantada Elementary there are different activities provided for parents such as PTO, Parent Night Out, Veteran's Day, Thanksgiving luncheon, Picnic Day, and weekly parental involvement center.

In addition, La Encantada Elementary involves its parents in support services made available to them to assist them in building healthy relationships. These services include counseling, Buckner Services, after school program, parent night out, Cameron County Mobile Clinic, eye glasses program, and clothing and shoes vouchers for 1st grade students.

In conjunction with support services made available to the parents, parents are involved in school decisions that will result in improved student achievement. Parents participate as active members in our PTO (Parent Teacher Organization), LPAC (Language Proficiency Assessment Committee), CIT (Campus Improvement Team), SAP (Student Support Program), and migrant parent committees.

Parents are informed of their child's academic progress through progress reports, report cards, and state exams. Conferences are held with parents of students who are failing or are in danger of failing. If parents are unable to attend the conferences, home visits are made. Through surveys, parents have expressed a desire to be involved in their child's academics and would like more information about topics being addressed in the classroom.

Student and staff surveys were conducted at La Encantada Elementary. 218 students in grades 3rd-5th participated in the survey with an equal number of boys and girls participating in the survey. Survey results revealed that the majority of students (95%) feel proud of their school and enjoy coming to school. 98% of students feel that they do well in school and individuals in the school setting want them to do well. Teachers enjoy teaching at La Encantada Elementary and communicate regularly with parents about their child's academic achievements through the use of Red Friday Folders and with some staff members regularly using Class Dojo.

99% of students feel that La Encantada Elementary has clear rules for behavior and that good behavior is noticed at their school with 63% answering that good behavior is noticed and 35% answering that good behavior is sometimes noticed. We would like to improve the percentage that feel that good behavior is noticed through more consistent implementation of our PBIS Fun Friday Events.

Most students get along well with each other; however, 40% of students sometimes feel that students treat each other well. After discussions and looking at discipline data, it was noted that most of the conflict among students occurs during recess, in the cafeteria, and during physical education time. Measures will be put in place to address these areas of concern. However, survey data also showed that students feel that their adults in school will help them if they need it. 89% of students feel that teachers treat them with respect. 93% of teachers feel that adults in school treat students with respect. However, 43% of students feel that other students behave so that teachers can teach. This is an area that needs to be addressed.

Both students and staff feel safe at school. All doors are kept locked at all times, a fence has been added to ensure additional safety measures. Fire drills and Code Red drills are practiced throughout the year to ensure that students and staff know what to do in case of an emergency or actual threat.

Students in grades 3-5 are involved in extracurricular activities. Most of these students are also excelling in school. Staff encourages students to get involved in extracurricular activities and encourage families to be part of school activities through activities such as family picnics, PTO, and family literacy night. Data from surveys reflect no gang activity, substance abuse, or weapon on campus.

La Encantada Elementary has compiled data in order to make decisions about school context and organization. Classroom schedules reflect time allotted for a 90 minute reading block, 30 minute reading Tier 2 block, 90 minute math block, 30 minute Tier 2 math block, 45 minute Science/Social Studies block for K-3 with a 60 minute Science block for 4-5th grade, and 30 minute ESL block for all bilingual/mixed classrooms. Resource/inclusion services are included to meet student needs for students identified as special ed in order to help these students achieve success in the general curriculum setting.

In order to make educational decisions for our students, data is compiled and discussed among teachers through PLCs, leading learning series, grade level meetings, and school committees. Data is collected from STAAR results, district benchmarks, CFA's, Istation, Imagine Learning Math, C-PALLS, six weeks benchmarks, district benchmarks, and daily/weekly assessments. Indicators such as bilingual, at-risk, EL, Tier II and Tier III, and Special Education are used to group students appropriately in the classroom. Services provided to meet student needs are after school tutorials, Saturday tutorials, Saxon Phonics, Big Brain, and Istation.

Even though La Encantada faculty meets to address educational needs of all students, one area of concern would be to address vertical alignment teaming to make the connection from one grade level to the next. As part of the school context, it would benefit the campus to build a yearly calendar with all extracurricular activities as well as dates for school celebrations and events. Including students in the decision making would allow students to have input on materials used in the classroom as well as activities planned for the school year. This would increase student interest and result in higher student achievement.

SCHOOL CULTURE AND CLIMATE

Currently, La Encantada is using a schoolwide Positive Behavior Intervention Support. This program targets discipline issues such as disruptive behavior in the classroom. A proactive classroom management system through PBIS has been set in place in order to create a positive behavior management process for a safer and more effective school. PBIS consists of clear schoolwide expectations with a system of incentives and consequences. Interventions are provided for students who need help and students are recognized for their successes.

Perceptions Strengths

In order to make educational decisions for our students, data is compiled and discussed among teachers through PLCs, leading learning series, grade level meetings, and school committees. Data is collected from STAAR results, district benchmarks, CFA's, Istation, C-PALLS, six weeks benchmarks, district benchmarks, and daily/weekly assessments. Indicators such as bilingual, at-risk, EL, Tier II and Tier III, and Special Education are used to group students appropriately in the classroom. Deep Dive Analysis is used to address specific TEKS where students are struggling and identify individual students in order to improve student success.

In addition, La Encantada Elementary organizes and participates in a variety of parent activities and organizations, in order to increase and support parental involvement. In conjunction the activities and organizations are provided in order to create parent, student and school partnerships. Through partnerships parents are informed of their child's academic progress, parents are involved in school decisions which is used to increase academic success.

A classroom management system through PBIS has been set in place in order to create a positive behavior management process for a safer and more effective school. PBIS consists of clear schoolwide expectations with a system of incentives and consequences. Interventions are provide for students who need help and students are recognized for their successes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to across grade level gaps in the vertical alignment scope and sequence document. The scope and sequence document is being addressed through PLCs and vertical alignment meetings. **Root Cause:** Vertical alignment document is not been implemented successfully/and or appropriately

Priority Problem Statements

Problem Statement 1: Enrollment for the last three years has declined. Enrollment for the 2016-2017 school year has decreased from 552 to 448. Enrollment for the 2017-2018 school year decreased from 448 to 413. Enrollment for the 2018-2019 school year is projected at 356.

Root Cause 1: Families have moved and students have enrolled in neighboring districts, approximately 15 students will be attending the new STEAM academy, and one student will attend IDEA.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 1: ESSA: By June 2019 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Source(s) 1: STAAR Reports for grades 3-EOC

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Provide specialized instruction to serve at-risk, bilingual, special education students with academic behavioral and attendance needs.	2.4, 2.5, 2.6	Principal assistant principal teachers R.T.I. teacher	Increase in scores on: STAAR I.S.I.P., P.B.M.A.S.				
Funding Sources: 211 - Title I, Part A - 9800.00, 199 - General Fund - 500.00							
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) To ensure that all students have their needs met, special education teacher will provide students access to the full range of a rigorous curriculum.	2.4, 2.5, 2.6	Campus administration special education teacher classroom teacher	Increase results on: STAAR I.S.I.P and P.B.M.A.S.				
Funding Sources: 199 - State Special Education (State SpEd) - 400.00							

<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 5</p> <p>3) Ensure that all ARD's and re-evaluation are scheduled according to state and federal guidelines and monitor the implementation of the IEP's and the documentation of modifications to meet the needs of special education students.</p>	2.4, 2.5, 2.6, 3.2	Administration special education teacher general education teacher	80% of special population students will meet standards on district benchmarks and state assessments.				
<p>Funding Sources: 199 - General Fund - 637.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Implement professional learning communities (PLC)</p>	2.6	Administration	Increase scores on: STAAR ISIP and PBMAS				
<p>Funding Sources: 255 - Title II, Part A, TPTR - 1000.00</p>							
<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Campus leaders will work collaboratively with teachers on the analysis of data to drive instructional decisions.</p>	2.6	Principal assistant principal i teachers RTI teacher	Increase results on: STAAR, ISIP and PBMAS				
<p>Funding Sources: 211 - Title I, Part A - 500.00</p>							
<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>6) In order to better serve the needs of our students and to be in compliance, the testing, identification, and placement of new students will be completed within 20 days of enrollment for English learners.</p>	2.4, 2.5, 2.6, 3.1, 3.2	LPAC Administrator LPAC lead teacher teachers	Increase access to services by ensuring student is properly labeled. Increase scores on: IPIS, STAAR, PBMAS				
<p>Funding Sources: 199 - State Bilingual/ESL - 200.00</p>							
<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>7) To ensure that the needs of the bilingual child are being met in a manner that is in compliance with grant requirements, a time and treatment plan will be written by the LPAC for each individual ELL student based on the language and academic proficiency level obtained through TELPAS. Documentation will be done through ELLevation and a copy will be placed in the students' permanent record file.</p>	2.4, 2.5, 2.6	LPAC administrator LPAC lead teacher Bilingual teacher	Documentation for LPAC report Increase results on: STAAR, ISIP, PBMAS, TELPAS				
<p>Funding Sources: 199 - State Bilingual/ESL - 750.00</p>							

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 8) All G.T. students will complete a Texas Performance Standards Project. Each student will present their own original work to their classmates and to a committee.	2.4, 2.5	G.T. coordinator Teachers	95% of G.T. students will meet standards on district benchmarks and state assessments.				
	Funding Sources: 199 - State Gifted and Talented (G/T) - 1000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 9) G.T. students in 3rd-5th grade will participate in the campus science fair.	2.4, 2.5	G.T. Coordinator Science Fair Coordinator	95% of G.T. students will meet standards on district benchmarks and state assessments.				
	Funding Sources: 199 - State Gifted and Talented (G/T) - 500.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 10) All teachers servicing Gifted and Talented students will attend required training hours in order to understand and be able to work with G.T. students and better provide differentiated instruction in all subject areas.	2.4, 2.5	G.T. Coordinator Teachers	95% of GT students will meet standards on district benchmarks and state assessments.				
	Funding Sources: 199 - State Gifted and Talented (G/T) - 2000.00						

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 2: By May 2019, students in grades 3, 4, and 5 will score 85% on Index 1 of STAAR Reading.

Evaluation Data Source(s) 2: STAAR Reading Index 1 scores for all student groups.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Implement IRLA/ENIL and Saxon Phonics in grades K-2 in order to raise reading performance for each individual student.	2.4, 2.5, 2.6	Administration Teachers	Measured by PLC discussions and administrative walkthrough observations confirming that teachers are implementing new reading strategies. Impact: Quarterly assessment data showing 3% higher achievement for all student groups when compared with last year scores.				
Funding Sources: 211 - Title I, Part A - 500.00							
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 2) 2) Implement 90 minutes of uninterrupted reading instruction in grades K-5 and pre reading activities for PK using the TEKS Resource System, Journeys, OWLS, Istation, and other supplemental resources including technology in order to raise reading performance for each individual student.	2.4, 2.5, 2.6	Campus administration	Walkthrough documentation, district unit assessments, and benchmark results data showing 5% improvement each six weeks. Measured by administrative walkthroughs, including face-to face meetings and class schedules confirming that teachers are providing 90 minutes of reading instruction.				
Funding Sources: 211 - Title I, Part A - 7000.00, 199 - General Fund - 1300.00, 199 - State Bilingual/ESL - 0.00							

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Progress monitoring will be done for students.</p> <p>Tier 1 students will be provided with interventions in the classroom through small group and whole group instruction.</p> <p>Tier II students will receive an additional 30 minutes of intervention through various resources.</p> <p>Tier III students will be provided more explicit, individual tutoring through small group instruction and support from RTI teacher.</p>	2.4, 2.5, 2.6	RTI Teacher Campus Administration Teachers	<p>Measured by administrative walkthroughs, observations, progress monitoring reports, and STAAR Results.</p> <p>Impact: Increased fluency score results, word reading, and comprehension on BOY, MOY, EOY with increased scores results on district benchmarks and STAAR Results meeting standards by the end of the year.</p>				
<p>Funding Sources: 211 - Title I, Part A - 375.00</p>							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>4) Increase comprehension in grades K-5 through the use of Accelerated Reader</p>	2.4, 2.6, 3.1	Teachers Librarian	<p>Targeted score points per grade level with measured cut points per six weeks.</p> <p>Impact: Improved student comprehension resulting in improved scores in Reading classroom assessments, Istation, and STAAR.</p>				
<p>Funding Sources: 211 - Title I, Part A - 3300.00</p>							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Istation will be administered to identify the independent reading levels for grades PK-5 and will help guide instruction and assist teachers in making accurate placement and assessment decisions.</p>	2.4, 2.5, 2.6	Administration Teachers RTI Teacher	<p>All students in grades will show improvement in ISIP.</p> <p>All students in grades 3-5th will score 80% on Index 1 of STAAR Reading.</p>				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 3: By May 2019, students in grades 3, 4, and 5 will score 80% on Index 1 of STAAR Writing.

Evaluation Data Source(s) 3: STAAR Writing Index 1 for all student groups.

Summative Evaluation 3:

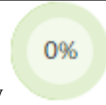
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will utilize supplemental resources as needed to enhance grammar, usage, and mechanics.</p>	2.4, 2.6	Campus administration Teachers	All students in grades 3-5 will score 80% in district writing benchmarks. All 4th grade students will score 80% or better on Index 1 of the STAAR Writing Assessment.				
Funding Sources: 211 - Title I, Part A - 6500.00							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) 2) 4th grade teachers will use TEKS Resource System and other writing programs/strategies such as but not limited to: Write Source Strategies for Writers and Six Traits for Writing will be used to help students understand the learning process and develop skill and success in all areas of writing.</p>	2.4, 2.5, 2.6	Teachers Administration RTI Teacher Resource Teacher	<p>Implementation through lesson plan audits, walk throughs, and Benchmarks</p> <p>Impact: All students in grade 4 will score 80% on Index 1 in district writing benchmarks and STAAR writing. All students in 1st through 5th will score 80% or better on campus benchmarks.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) 3) Handwriting instruction in Spanish and English will be implemented on a daily basis to help support early reading and writing development through print awareness, improved letter recognition, and writing fluency.</p>	2.4, 2.5, 2.6	Administration Teachers	Lesson plan audits, walk throughs				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 4: Student groups in grades 3,4, and 5 will score 90% on index 1, STAAR Math

Evaluation Data Source(s) 4: STAAR Math Index 1 for all student groups

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Through the use of the TEKS resource system, Pearson Envision Math and local resources, teachers will target math concepts and key understandings to allow students to make conceptual connections and meet grade-level expectations. Teachers will collaborate to develop lesson plans and make assessment decisions.</p>	2.4, 2.5, 2.6	Principal Assistant principal	All student groups scoring at grade-level by MOY (district benchmarks I-station math) and above grade-level by EOY (district benchmarks, I-station). When compared with last years STAAR scores a 10% increase among all students groups in grades 3, 4, and 5.				
<p>Funding Sources: 211 - Title I, Part A - 6500.00, 199 - General Fund - 500.00</p>							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Supplement math instruction with the Istation Math program and other software (Brain Pop, Pearson videos) programs to enhance the understanding of mathematics and problem solving skills.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	A higher understanding of mathematics and problem solving skills and increasing STAAR scores.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 5: By May 2019, students in grade 5 will score 80% on Index 1 of STAAR Science.

Evaluation Data Source(s) 5: STAAR Science Index 1 for all student groups.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) To incorporate Inquiry-based instruction, teachers will instruct using process skills such as Tools of Inquiry enabling students to develop an understanding of science concepts including Observing , Questioning, Hypothesizing, Predicting, Planning, Interpreting, and Communicating using Pearson Science and additional supplemental resources.	2.4, 2.6	Classroom Teachers	IMPLEMENTATION: Measured by administrative walk-throughs, observations, progress monitoring reports and STAAR results. Data analysis through PLC meetings IMPACT: When compared with last year's STAAR scores will increase by 5%.				
Funding Sources: 211 - Title I, Part A - 6000.00, 199 - General Fund - 465.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: SBCISD will increase academic achievement for all students and thus closing the gap between student populations in pursuit of advanced performance.

Performance Objective 6: By June 2019, 70% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments through the Fine Arts modalities, after school extracurricular activities, and improvement of campus culture.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) 1) Provide instructional materials, equipment, instructional support, technology hardware/software, and fees to facilitate academic improvement in extracurricular events.	2.4, 2.5	Administration After School Staff	Improvement in all content area test scores. Participation rosters.				
	Funding Sources: 199 - General Fund - 500.00						
2) Improve student unity by uniting 3rd-5th grade as a cohesive group including the use of a student testing shirts.		Staff	Students united as a group to build student moral and improved attitude toward testing.				
Funding Sources: 199 - General Fund - 1500.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: SBCISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: ESSA: Quality professional development during the 2018-2019 school year will be provided to 100% for instructional staff thus ensuring student success.

Evaluation Data Source(s) 1: Staff development attendance, surveys, and feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) All teachers and administration will attend district required professional development, and participate in other training identified in the campus comprehensive Needs Assessment done in preparation for the new school year. Some of the needed identified training includes: *SIOP *The effective use of Thinking Maps *Strategies for teaching bilingual students *Transitioning students to English</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration	Increase results on: ISIP, PBMAS, STAAR.				
<p>Funding Sources: 255 - Title II, Part A, TPTR - 2700.00</p>							
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) All school staff to include professionals, teachers assistants, cafeteria employee and custodians will receive training on Suicide Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student outcry of suicide.</p>	2.5, 2.6, 3.1	Counselor	Safes schools				

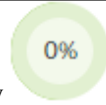
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) Professional development on TEKS Resource system from Region I, or other outside consultants on designated subject areas so that teachers can successfully utilize curriculum.	2.4, 2.5, 2.6	Administration	Increase knowledge of instructional strategies. Increase results on: STAAR, ISIP and PBMAS				
	Funding Sources: 255 - Title II, Part A, TPTR - 1000.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) Campus will provide meaningful, scientifically researched based professional development for all teachers and paraprofessionals so that a better understanding of the TEKS can be had by all stakeholders.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Increase the score on: STAAR PBMAS ISIP				
	Funding Sources: 255 - Title II, Part A, TPTR - 0.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 5) In order to meet the needs of all students, training opportunities will be provided to all teachers and campus administrators on providing accommodations to students to be used during STAAR testing.	2.4, 2.5, 2.6	Special education teacher Bilingual teacher Principal Asst. Principal Teachers	Increase scores on: STAAR ISIP TELPAS PBMAS				
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 6) In order to increase the usage of technology in the classroom, professional development opportunities will be provided to teachers on technology use in the classroom, including but not restricted to assisted technology.	2.4, 2.5, 2.6	Special education teacher Bilingual Teacher Teachers Assistant Principal Principal	Increase scores on: STAAR ISIP TELPAS PBMAS				
7) Attend trainings that will provide the school nurse with evidence bases practices, strategies, and resources to enhance skills when serving students.	2.6	School Nurse Admin	Evaluate services provided to students through classroom presentations and nursing logs.				
	Funding Sources: 199 - General Fund - 300.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: SBCISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff.

Performance Objective 2: Improve campus climate through shared information and incentives.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Faculty meetings will be held monthly.	2.5, 2.6	Administration	Faculty and staff will be kept abreast of upcoming events and activities.				
2) Weekly bulletins will be created and emailed to all staff.		Principal	Faculty and staff will be kept abreast of upcoming events and activities				
3) Improve campus unity by uniting staff as a cohesive group including the use of a staff shirt.		Administration	Build campus unity and cohesiveness.				
Funding Sources: 199 - General Fund - 1520.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: SBCISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths.

Performance Objective 1: By June 2019, a minimum of 70% of all 5th grade students will participate in a field lesson to an institution of higher education to connect their school experience to their post secondary aspirations.

Evaluation Data Source(s) 1: Campus field lesson attendance report.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) School counselor will coordinate field lessons for 5th graders to institutions of higher education.	2.5	Campus Principal District counselor Counselor Classroom Teachers	Students will aspire to continue their education after high school and be motivated to meet their academic requirements.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: SBCISD will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 1: ESSA: By July 2019, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 20% (from 77 incidents to 62 incidents).

Evaluation Data Source(s) 1: Disciplinary Referrals, Disciplinary PEIMS Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 1) La Encantada Elementary students will participate in Red Ribbon School week activities to prevent drug usage.	2.5, 2.6	School counselor Teachers	Students will participate in activities and learn about the danger of drugs.				
	Funding Sources: 199 - General Fund - 300.00						
Comprehensive Support Strategy Critical Success Factors CSF 6 2) The school will work with the district and the community to coordinate services outlined in the crisis plan.	2.6	All staff	Counseling lessons and practice drills to ensure staff and students will respond appropriately in the event of a crisis.				
	Funding Sources: 199 - General Fund - 500.00						
3) The school will work with the district and the community to coordinate nursing services for students.		Nurse	Health lessons and basic medical needs to ensure students are prepared to learn.				
	Funding Sources: 199 - General Fund - 500.00						
4) In order to decrease the number of disciplinary referrals, staff will be provided staff development on both legal requirements and best practices for situations involving bullying, harassment, cyber safety, and abuse.	2.5	School Counselor	Decrease number of disciplinary referrals.				
5) The school counselor will offer guidance instruction to students that will address topics such as suicide prevention, conflict resolution, and drug awareness.		School Counselor Teachers	Decrease number of disciplinary referrals.				

6) Through the use of Raptor Trace System and school established security measures, La Encantada Elementary will maintain a safe and secure environment .		Administration Staff	Increase school safety.				
Funding Sources: 199 - General Fund - 250.00							
7) Teachers will be provided with staff development for the continued implementation of the PBIS disciplinary program.		Administration Teachers	Decrease number of disciplinary referrals.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: SBCISD will provide all students a safe, drug free, learning environment that is conducive to learning.

Performance Objective 2: The San Benito CISD will offer 100% of our parents and students, especially at-risk students and their guardian, family counseling after school hours at designated campuses in order to assist students who are referred by their campus administrators and/or counselors.

Evaluation Data Source(s) 2: Family Counseling Center attendance data.
 Family Counseling Center Flyers.
 Family Counseling Center information will be provided to each principal.
 Discipline Referral Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Students will be referred by the campus administration or school counselor for counseling with their guardian after hours for additional support.	2.6	Administration School Counselor	Increase parental involvement Decrease the time students are out of classroom because of behavior issues.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: SBCISD will collaborate with parents, families, and the community to ensure all students receive a gold standard education.

Performance Objective 1: By May 2017, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Red "Friday" Folders will be sent home on a weekly basis to keep parents informed about school functions, and Green "Homework" folders will be provided for all students to ensure parents have the opportunity to help students at home.	2.4, 2.5, 3.2	Teahers	Increase parent involvement for parents by keeping them informed of campus activities.				
Funding Sources: 199 - General Fund - 1200.00							
Comprehensive Support Strategy Critical Success Factors CSF 5 CSF 6	3.1, 3.2	Principal Teachers	Increase parental involvement for parents by increased participation in school activities.				
2) All parents will be invited to parental involvement activities including Kinder graduation, PK awards assemblies, 1st-5th Awards assemblies and PTO meetings.	Funding Sources: 199 - General Fund - 3200.00						
Comprehensive Support Strategy	3.1, 3.2	All Staff	Increase parental involvement for parents by increased participation in school activities.				
3) A Thanksgiving Feast and a Fall Festival will be held annually.	Funding Sources: 199 - General Fund - 200.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: SBCISD will collaborate with parents, families, and the community to ensure all students receive a gold standard education.

Performance Objective 2: By May 2018, SBCISD counselors will provide a minimum of eight Parent Education Sessions, to increase parental awareness and knowledge on topics that impact school age children to include appropriate discipline/consequences, effective communication skills, responsible use of social media and technology, bullying, drug awareness, suicide awareness, and college and career readiness.

Evaluation Data Source(s) 2: Parent Education Session sign in sheets from each campus.
 Parent Education Session evaluation forms.
 Pre and Post-Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) The school counselor will provide a parent education session twice per semester.	2.6, 3.2	Parent Liason School Counselor	Parents will gain knowledge and skills to help them with their child's social-emotional needs as evidenced by pre and post assessments. Increase parental involvement.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide specialized instruction to serve at-risk, bilingual, special education students with academic behavioral and attendance needs.
1	1	2	To ensure that all students have their needs met, special education teacher will provide students access to the full range of a rigorous curriculum.
1	1	5	Campus leaders will work collaboratively with teachers on the analysis of data to drive instructional decisions.
1	1	6	In order to better serve the needs of our students and to be in compliance, the testing, identification, and placement of new students will be completed within 20 days of enrollment for English learners.
1	1	7	To ensure that the needs of the bilingual child are being met in a manner that is in compliance with grant requirements, a time and treatment plan will be written by the LPAC for each individual ELL student based on the language and academic proficiency level obtained through TELPAS. Documentation will be done through ELlevation and a copy will be placed in the students' permanent record file.
1	1	10	All teachers servicing Gifted and Talented students will attend required training hours in order to understand and be able to work with G.T. students and better provide differentiated instruction in all subject areas.
1	2	2	2) Implement 90 minutes of uninterrupted reading instruction in grades K-5 and pre reading activities for PK using the TEKS Resource System, Journeys, OWLS, Istation, and other supplemental resources including technology in order to raise reading performance for each individual student.
1	2	3	3) Progress monitoring will be done for students. Tier 1 students will be provided with interventions in the classroom through small group and whole group instruction. Tier II students will receive an additional 30 minutes of intervention through various resources. Tier III students will be provided more explicit, individual tutoring through small group instruction and support from RTI teacher.
1	2	4	Increase comprehension in grades K-5 through the use of Accelerated Reader
1	2	5	5) Istation will be administered to identify the independent reading levels for grades PK-5 and will help guide instruction and assist teachers in making accurate placement and assessment decisions.
1	3	1	Teachers will utilize supplemental resources as needed to enhance grammar, usage, and mechanics.
1	3	2	2) 4th grade teachers will use TEKS Resource System and other writing programs/strategies such as but not limited to: Write Source Strategies for Writers and Six Traits for Writing will be used to help students understand the learning process and develop skill and success in all areas of writing.
1	3	3	3) Handwriting instruction in Spanish and English will be implemented on a daily basis to help support early reading and writing development through print awareness, improved letter recognition, and writing fluency.

Goal	Objective	Strategy	Description
1	4	1	Through the use of the TEKS resource system, Pearson Envision Math and local resources, teachers will target math concepts and key understandings to allow students to make conceptual connections and meet grade-level expectations. Teachers will collaborate to develop lesson plans and make assessment decisions.
1	4	2	Supplement math instruction with the Istation Math program and other software (Brain Pop, Pearson videos) programs to enhance the understanding of mathematics and problem solving skills.
2	1	1	All teachers and administration will attend district required professional development, and participate in other training identified in the campus comprehensive Needs Assessment done in preparation for the new school year. Some of the needed identified training includes: *SIOP *The effective use of Thinking Maps *Strategies for teaching bilingual students *Transitioning students to English
2	1	3	Professional development on TEKS Resource system from Region I, or other outside consultants on designated subject areas so that teachers can successfully utilize curriculum.
2	1	5	In order to meet the needs of all students, training opportunities will be provided to all teachers and campus administrators on providing accommodations to students to be used during STAAR testing.
2	1	6	In order to increase the usage of technology in the classroom, professional development opportunities will be provided to teachers on technology use in the classroom, including but not restricted to assisted technology.
4	1	2	The school will work with the district and the community to coordinate services outlined in the crisis plan.
5	1	2	All parents will be invited to parental involvement activities including Kinder graduation, PK awards assemblies, 1st-5th Awards assemblies and PTO meetings.
5	1	3	A Thanksgiving Feast and a Fall Festival will be held annually.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide specialized instruction to serve at-risk, bilingual, special education students with academic behavioral and attendance needs.
1	1	2	To ensure that all students have their needs met, special education teacher will provide students access to the full range of a rigorous curriculum.
1	1	3	Ensure that all ARD's and re-evaluation are scheduled according to state and federal guidelines and monitor the implementation of the IEP's and the documentation of modifications to meet the needs of special education students.
1	1	5	Campus leaders will work collaboratively with teachers on the analysis of data to drive instructional decisions.
1	1	6	In order to better serve the needs of our students and to be in compliance, the testing, identification, and placement of new students will be completed within 20 days of enrollment for English learners.
1	1	7	To ensure that the needs of the bilingual child are being met in a manner that is in compliance with grant requirements, a time and treatment plan will be written by the LPAC for each individual ELL student based on the language and academic proficiency level obtained through TELPAS. Documentation will be done through ELLevation and a copy will be placed in the students' permanent record file.
1	2	2	2) Implement 90 minutes of uninterrupted reading instruction in grades K-5 and pre reading activities for PK using the TEKS Resource System, Journeys, OWLS, Istation, and other supplemental resources including technology in order to raise reading performance for each individual student.
1	2	3	3) Progress monitoring will be done for students. Tier 1 students will be provided with interventions in the classroom through small group and whole group instruction. Tier II students will receive an additional 30 minutes of intervention through various resources. Tier III students will be provided more explicit, individual tutoring through small group instruction and support from RTI teacher.
1	2	4	Increase comprehension in grades K-5 through the use of Accelerated Reader
1	2	5	5) Istation will be administered to identify the independent reading levels for grades PK-5 and will help guide instruction and assist teachers in making accurate placement and assessment decisions.
1	3	1	Teachers will utilize supplemental resources as needed to enhance grammar, usage, and mechanics.
1	3	2	2) 4th grade teachers will use TEKS Resource System and other writing programs/strategies such as but not limited to: Write Source Strategies for Writers and Six Traits for Writing will be used to help students understand the learning process and develop skill and success in all areas of writing.
1	3	3	3) Handwriting instruction in Spanish and English will be implemented on a daily basis to help support early reading and writing development through print awareness, improved letter recognition, and writing fluency.

Goal	Objective	Strategy	Description
2	1	1	All teachers and administration will attend district required professional development, and participate in other training identified in the campus comprehensive Needs Assessment done in preparation for the new school year. Some of the needed identified training includes: *SIOP *The effective use of Thinking Maps *Strategies for teaching bilingual students *Transitioning students to English
2	1	3	Professional development on TEKS Resource system from Region I, or other outside consultants on designated subject areas so that teachers can successfully utilize curriculum.
2	1	5	In order to meet the needs of all students, training opportunities will be provided to all teachers and campus administrators on providing accommodations to students to be used during STAAR testing.
2	1	6	In order to increase the usage of technology in the classroom, professional development opportunities will be provided to teachers on technology use in the classroom, including but not restricted to assisted technology.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive school improvement planning process began with collecting data. This step is critical in creating a profile of the campus' successes and areas of improvement. The data has been analyzed in the Comprehensive Needs Assessment, and then the process to outline problem statements that lead to root causes was thoroughly examined. Professional Learning needs were determined within the analysis of our data. An Action Plan that includes how the Leadership Team will develop focused and streamlined SMART goals in the three areas that are of greatest need. Actions, strategies and interventions were identified in this process. Research tells us that our focus must be on instruction for our ultimate goal of improved academic success for our students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, pupil services personnel, technical assistance providers, and school staff. This was accomplished through SBDM meetings.

2.2: Regular monitoring and revision

The CIP will be revised as data is evaluated throughout the school year in order to best support student TEKS acquisition and STAAR mastery. Formative reviews of the campus improvement plan will be conducted in October, January, and March. While the summative evaluation will be completed in June.

2.3: Available to parents and community in an understandable format and language

Campus Improvement Plan will be posted on campus website.

2.4: Opportunities for all children to meet State standards

TIER I Instruction: TEKS Resource System, Exemplar Lessons, Formative Assessments, ICLE strategies, Istation

TIER II: Tutorials and credit recovery

Afterschool Program Academic Support

2.5: Increased learning time and well-rounded education

Programs to support student learning:

Istation

ICLE

Lead4ward

ENIL/IRLA Reading Kits

Elementary Instructional Coaches

Extended Day Services

2.6: Address needs of all students, particularly at-risk

- Supplemental services: extended day services, summer school
- Supplemental Programs: ENIL, IRLA, Istation, Study Island, Edmentum
- RtI teacher at every campus: directly serves TEIR II and III students 30% to 50% of the day

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Develop, distribute, and evaluate annually the District Family and Community Engagement Policy. And, monitor that each campus has provided annually, to parents and families, the campus parental engagement policy and school/parent compact.

3.2: Offer flexible number of parent involvement meetings

The District Family and Community Engagement Department Staff will coordinate district-wide meetings and activities that will promote the participation of parents/families of students in special education, migrant, bilingual, foster care, gifted and talented, and CTE programs. Additionally, the department staff will provide, at the campus parent centers, sessions that will to bring awareness of all services available through the special education, migrant, bilingual, foster care, gifted and talented, and CTE programs.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	1	3			\$637.00
1	2	2			\$1,300.00
1	4	1			\$500.00
1	5	1			\$465.00
1	6	1			\$500.00
1	6	2			\$1,500.00
2	1	7			\$300.00
2	2	3			\$1,520.00
4	1	1			\$300.00
4	1	2			\$500.00
4	1	3			\$500.00
4	1	6			\$250.00
5	1	1			\$1,200.00
5	1	2			\$3,200.00
5	1	3			\$200.00
Sub-Total					\$13,372.00
199 - State Special Education (State SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$400.00
Sub-Total					\$400.00
199 - State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$1,000.00

1	1	9			\$500.00
1	1	10			\$2,000.00
Sub-Total					\$3,500.00
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$200.00
1	1	7			\$750.00
1	2	2		10,000.00	\$0.00
Sub-Total					\$950.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,300.00
1	1	1			\$8,500.00
1	1	5			\$500.00
1	2	1			\$500.00
1	2	2			\$7,000.00
1	2	3			\$375.00
1	2	4			\$3,300.00
1	3	1			\$6,500.00
1	4	1			\$6,500.00
1	5	1			\$6,000.00
Sub-Total					\$40,475.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,000.00
2	1	1			\$2,700.00
2	1	3			\$1,000.00
2	1	4			\$0.00

	Sub-Total	\$4,700.00
	Grand Total	\$63,397.00