

San Elizario Independent School District

Alarcon Elementary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Mission Statement

“Alarcon Elementary School will establish unity of purpose between and among the school, family, and community in order to promote academic success and social, emotional, and physical well-being for all students.”

Vision

“Alarcon Elementary School will be an institution of learning in which all students will be successful in all academic areas and acquire fluency in the English language. All students will strive to seek higher education opportunities and to become self-sufficient, productive citizens of their community and the greater society.”

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Comprehensive Needs Assessment

Demographics

Demographics Summary

San Elizario Independent School District is a public school district serving over 3,800 students in far west Texas. SEISD encompasses a geographical area of 16 square miles approximately 15 miles southeast of El Paso, Texas. It is bordered on its southern boundary by the Rio Grande River and Mexico. Lorenzo G. Alarcon Elementary is one of 6 campuses in the San Elizario Independent School District and was built in 1936. Alarcon Elementary serves a population of 682 students in grades 1 through 6, making it the largest elementary school in the district and the second largest campus overall. The student population is 99% Hispanic, 98% economically disadvantaged, 86% at risk, and 69% of enrolled students are limited English proficient. The student mobility rate for the campus is 18%, The average daily attendance rate for students is 97.0%.

Demographics Strengths

A high percentage of our students are speak Spanish as their first language so we are afforded an opportunity to educate students who are fluent in Spanish and English. This will in turn provide them more opportunities in the workforce.

Our attendance rate shows that our students regularly attend school, and the fact that they do minimizes the loss of instruction.

Our student population is homogeneous in nature, and that allows for more targeted interventions.

Our community is a tight-knit community, and parental support is strong at our school. Alarcon is the original campus of San Elizario ISD, and many families in the area have made San Elizario their home for many years.

Demographics Needs

Due to the composition of our population, there are many challenges that are faced, to include the need to ensure that our students learn the social and academic English language skills that will promote success throughout their academic careers. In addition, our students are faced with limited exposure to experiences that can enhance their worldview. Therefore, it is imperative that those experiences be provided through field trips, virtual field trips, the use

of technology, and through reading. Our at-risk, economically disadvantaged, and English language learner populations are particularly high, and we have to make a strong effort to tailor the campus educational experience to the needs that our students have.

Student Achievement

Student Achievement Summary

Our campus received the state accountability rating of "Met Standard: for 2015-2016 performance. This marks the fourth straight year that Alarcon has met the state accountability standards on all four indices.

The four state accountability indices all evidenced improvement from the 2014-2015 school year. Additionally, several grades and subjects showed improvement on STAAR testing, and the number of tagged state system safeguards dropped.

Some growth had excellent positive change, but other areas were incremental in nature.

Student Achievement Strengths

*Index 1 (Student Achievement) was 70, 10 points greater than the established target of 60.

*Index 3 (Closing Performance Gaps) was 41, 13 points greater than the established target of 28.

*Grade 4 STAAR Writing improved 14 percent from 2015 to 2016.

*Grade 5 STAAR Science improved 26 percent from 2015 to 2016.

*Our campus received a State Accountability Distinction Designation for Academic Achievement in Science.

*Substantial improvement was also seen in Grade 3 Reading and Mathematics, Grade 4 Reading, and Grade 5 Mathematics.

Student Achievement Needs

*Index 2 (Student Progress) was 40, only 8 points greater than the established target of 32. It should be noted that this index rose 5 points from the previous year.

*Index 4 (Postsecondary Readiness) was 18, only 6 points greater than the established target of 12. It should be noted that this index rose 4

points from the previous year.

*While Index 4 was met, the measures are not further ahead of where they should be because of the need to have more students performing at the STAAR Final Level II standard.

*More students need to meet the Level III (Advanced) standard in all subjects.

*Improvement is specifically needed in Grades 4 and 6 Mathematics and also Grade 6 Reading.

*Comparison of STAAR Data between 2012-2015

	2012	2013	2014	2015	2016
3 rd Grade Reading	61	62 (+1)	71 (+9)	64 (-7)	
Math	66	56 (-10)	77 (+21)	60	
4 th Grade Reading	72	54 (-18)	68 (+12)	52 (-16)	
Math	59	55 (-4)	66 (+10)	57	
Writing	73	68 (-5)	69 (+1)	57 (-12)	
5 th Grade Reading	77	76 (-1)	79 (+3)	74 (-5)	
Math	87	84 (-3)	94 (+10)	60	
Science	85	71 (-14)	86	52	
6 th Grade Reading	*No data	65	77 (+12)	69 (-8)	
Math	Students 1 st year at Alarcon 2013	85	90 (+5)	82	

SPED Test Results

	2012	2013	2014	2015
Reading				
Math				
Writing				
Science				

Retention 1st - 3rd Grade

	2011	2012	2013	2014	2015
1st Grade	9	10	11		
2nd Grade		7	10		
3rd Grade			3		

School Culture and Climate

School Culture and Climate Summary

A culture of caring and high expectations has been developed at Alarcon. Teachers know they face a challenge due to the needs of the population they serve and they continuously seek ways to address the needs of the students.

As was referenced in the recruitment/retention section of the needs assessment, it is important to note that our faculty and staff has undergone substantial changes in their population. This has increased the positivity in the overall mood of the campus, and one factor that is evidenced is the increase in academic achievement.

School Culture and Climate Strengths

Teachers regularly engage in dialogue and discourse with each other, to include participation in PLC's focused on collaborative and vertical planning and participation on various campus committees. Also, we have worked to ensure that our campus is welcoming to parents and members of the community, and that we operate in a transparent nature. As has been referenced, Alarcon is in the San Elizario historic district and is still considered to be the center of the area to many people.

School Culture and Climate Needs

The makeup of the current faculty and staff is one that has helped to have our campus on a positive uptick with respect to school climate. We must continue to work to grow this, as we have just recently emerged from a time period when a more negative culture existed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In the last two years, we have had a turnover of approximately one-third of our faculty members. This is a time of change at Alarcon Elementary School. The improvement in our state accountability index calculations and in our overall STAAR performance shows that the new teachers are learning their craft, and also that they are assimilating with the veteran teachers to make a solid faculty.

With the continued influx of new teachers, the responsibility is on the administrative team to continue to grow these teachers so that they are able to provide the maximum effective instruction to students sooner rather than later.

Staff Quality, Recruitment, and Retention Strengths

Teachers who have two years of experience or less are assigned a mentor to help them with the every day demands of being a teacher. The mentor guides the new teacher on pedagogy and classroom management as well as with school processes and procedures. New teachers are provided release time to observe experienced teachers and for their mentor to also observe them and provide them feedback. The Alarcon administration works collaboratively with the Planning and Instruction department to provide new teachers training on district initiatives and programs. In addition, a focus for the campus instructional specialists is to assist new teachers in the implementation of these same initiatives, as well as modeling best practices for all teachers.

We feel that we have experienced a great growth with respect to the influx of quality teachers that we have been able to hire over the past two years. We are proud that Alarcon Elementary and San Elizario ISD (generally) are now destinations of employment for certified teachers.

Staff Quality, Recruitment, and Retention Needs

Time constraints make it difficult for teachers to model best practices for each other. Balancing the need for professional development and time away from the classroom possess a real challenge for the new teacher. There are too many instructional demands and prioritizing what is going to be provided to the new teachers is often difficult. With accountability standards rising, this challenge is ultimately present in every classroom; we must find ways to support all teachers and give them the support they need so that we do not lose them from our district or from the profession.

We feel that we have been fairly successful in our recent recruitment and staffing efforts; we must continue to do so when the need arises.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The purpose of this plan is to outline and build accountability for the highest quality of instruction through research-based strategies and best practices in instruction. Alarcon teachers plan and align their instruction and assessments in an effort to meet the needs of all their students. This plan was created by the Alarcon administration and staff and reviewed and approved by our SBDM team (Site Based Decision Making).

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data disaggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Curriculum, Instruction, and Assessment Strengths

District wide initiatives are communicated through grade level and campus-wide PLCs; this ensures that all teachers are provided the necessary training to address their proficiency of the initiative (i.e., Thinking Maps, and DOK). Teachers actively participate in district cadres that address content specificity at each grade level. Their participation provides for shared understanding of expectations and ensures training support at the campus level.

PLCs are often focused on examining student data to address needs of targeted students and overall instructional support. Teachers often identify their own strengths and weaknesses through the analysis of data which allows for them to be reflective of their teaching and seek support when needed.

Training for all teachers include an understanding on how to address English Language Learners (ELL). Trainings such as SIOP (Sheltered Instruction Observation Protocol) provide strategies that teachers can use in the delivery of instruction for the ELLs.

Curriculum, Instruction, and Assessment Needs

The demands of the TEKS require that teachers be on task with the scope and sequence (TEKS Resource System) in order to address all the standards on a yearly basis. Little time is allotted for reteaching concepts that are not mastered. Teachers must find a balance to ensure that students are all receiving the required instruction, while provided the support on a skill that they have not mastered.

Over 60% of the students on our campus are considered English Language Learners (ELLs). Even in our monolingual classrooms students are coded with limited English proficiency which poses an additional challenge to their mastering concepts taught in class.

As such, we must ensure that reteaching strategies are well understood by teachers, and also use alternative funding sources such as SCE and Title I monies to extend the school day and week (Saturday) where necessary.

Family and Community Involvement

Family and Community Involvement Summary

Our school wide Title I program consists of various activities and opportunities for our parents to become involved in their child's education. Our school counselor conducts workshops and classes which focus on our parents' needs. We encourage parents to join us at PTO meetings, Parent Information Nights, Parent/Teacher Conferences, Terrific Kid Celebrations, "Night at the Library", and Honor Roll Assemblies. Additionally, we offer the opportunity for our parents to become involved by inviting them to activities such as Family Frameworks and Latino Literacy. From helping parents to understand what needs to be accomplished for their child(ren) to be promoted to assisting them in understanding state-mandated assessments, our parents have many opportunities to become engaged on campus.

Family and Community Involvement Strengths

Our school counselor collaborates with teachers in each grade level to host Parent Nights that are focused on the needs of their children in each specific grade level. Our counselor actively recruits parent volunteers to participate in meaningful activities on campus (i.e., story time) that enrich the learning experience for students on our campus.

Community events such as Grandparents Day and Passionately Pink day emphasizes the importance of family and citizenship for the students on our campus. These events are heavily attended and raise awareness to issues of major importance to our families.

As has been previously discussed, Alarcon Elementary represents an area where generations of people have gone to school. Some students are third-generation, and we are proud of the fact that our parents, and in some cases our grandparents, continue to trust our school for their children's education.

Family and Community Involvement Needs

Recruitment of new volunteers for our campus is a challenge because many of our families at Alarcon Elementary are composed of households with two working parents and a number of single parent homes. Many of our students are also being raised by aging grandparents who have a difficult time with mobility and proficiency in English. There are multiple factors that stand in the way of families to becoming involved in school activities because of their own personal demands. While the community is incredibly trusting in us to provide their children/grandchildren a quality education and we offer a variety of activities for them, the participation and recruitment will continue to be a challenge that we must work to conquer daily.

School Context and Organization

School Context and Organization Summary

Campus decisions are made with teacher input via the Site-Based Decision-Making team. Decisions on staff development and campus initiatives are made in part with input from SBDM members and are driven by data from state and local assessments. Local assessments include district benchmarks that target skills that taught within a nine week period, and common assessments which are part of a grade level decision to assess the understanding of skills being taught at a given time in the classroom.

Teachers participate in content based teams that make decisions on instructional goals and assessments for the campus. Grade level participation in these teams ensures that our campus is aligned with district expectations.

Our campus has been allowed to expand services because of the addition of extra personnel hired, done so with meeting the academic needs of students in mind.

School Context and Organization Strengths

SBDM ensures that all stakeholders have input as to the decisions for campus initiatives and instructional priorities. Involving stakeholders in the decision making process empowers them toward not only being responsible, but also in educating themselves in the best practices.

In the past two years, we have added two instructional specialists who share responsibility for assisting teachers in best instructional practices in all core content areas. Also, in the previous school year, we were able to hire a second assistant principal to contribute to the instructional leadership and overall management of the school, which is the second largest school in the district behind the high school.

Our principal is in her 10th year of service in that role at Alarcon, and that continuity has been a plus with respect to having a consistent leadership style.

School Context and Organization Needs

Time constraints make it challenging for SBDM to research best practices and identify initiatives for campus-wide participation. Community members are often challenged with the level of their participation because of their own personal limitations and needs.

Our school has nearly 700 students enrolled, and in some years that number is past 700. It has helped to have additional personnel, but some classrooms are too crowded, making an additional demand on some teachers. In essence, we are also accountable for the learning of more students than are the other

elementary campuses. While we welcome the challenges and have celebrated our accomplishments, we have to put in much extra time getting to know all of our students and their needs.

Technology

Technology Summary

The need to equip our students with the latest technology is always a priority at Alarcon. All students in grades 4-6 have their own technological device, to include Chromebooks and laptops. In grades 1-3, at least 10 iPads are available for use in each classroom. In Grade 3, a minimum of eight Chromebooks are available in each classroom. Our technology teacher has been working with all teachers to provide support in the use of the equipment and to develop lessons that require technology integration-she works to keep up with the new technology that we continue to provide our students through our long-range plan each year.

Technology Strengths

In addition to the gains we have made with respect to availability of devices to students, all teachers have laptop computers and iPads and all classrooms are equipped with LCD projectors and document readers for use in the delivery of instruction, as well as every classroom being equipped with a Promethean board. Students have access to computers, Chromebooks, iPads, and iPods on a regular basis to facilitate their learning. They regularly generate products on the technological devices.

All teachers have received basic instruction on the integration of technology in their classrooms (i.e., iPads/iPods and Promethean boards). The trainings ensure that teachers are able to utilize the devices for the seamless integration in their lesson plans.

Technology Needs

- Rapid changes in technology require continuous updates on trainings for our teachers and staff to stay abreast of the changes. There is also a need to increase the amount of devices on our campus to ensure that we obtain a 1:1 ratio of student to devices.
- Infrastructure has challenges in supporting the new technology making it hard for teachers and students to integrate it in their instruction. The increased bandwidth that was added should help with this, but at the same time, it is not easy for the campus and the district as a whole to keep up with so much new usage.
- Additional staff development is needed to ensure that teachers are equipped to handle the new technology.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional Learning Communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals


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

Performance Objective 1: All students will increase performance as measured by STAAR Grades 3-6 Reading from 68% to 75% meeting the 2016-2017 passing standard. English Language Learners will increase performance from 58% to 60% (System Safeguard). All students will increase performance from 24% to 31% meeting the Final Level II standard. All students will increase performance from 8% to 15% meeting the Advanced Level III Standard.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) To increase proficiency in reading instruction by means of implementation of campus and district reading initiatives(Balanced Literacy/Reader's Workshops, school book rooms, Literacy Stations(classroom materials for balance literacy input/kidney tables),oral language books, spanish leveled readers, poetry and drama resources, pocket charts - daily.	1, 2, 3, 4, 8, 9	Principal, Assistant Principal, Planning and Instruction Department Personnel, Instructional Specialist	Reading STAAR scores, iStations reports, Lesson Plans, Walkthroughs				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$3800.00, 199: General, Basic, 199: General, Bilingual Education			
2) Identify student reading needs using multiple assessments: TPRI/Tejas Lee, STAAR - State of Texas Assessments of Academic Readiness, DRA - Developmental Reading Assessment/EDL - Evaluacion del desarrollo de lectura, campus developed common assessments.	1, 2, 3, 8, 9	Principal, Assistant Principal, Teachers, Planning and Instruction Department Personnel, Counselor, Staff, Instructional Specialist	TST goals, Reading intervention groups, Assessment reports				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$600.00, 199: General, Basic, 410: Instructional Materials Fund			






<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Provide extended tutoring (after school and Saturdays), Guided Reading, A-Z learning, DRA/EDL every 6 weeks 1st-3rd grades; 4th - 6th every 9 weeks then assess only Tier 2 and 3 (TST Students). Progress monitoring (small group guided reading). All grades for DRA and EDL they will test BOY, MOY, and EOY.</p>	1, 2, 3, 8, 9	Principal, Assistant Principal, Teachers, Planning and Instruction Department Personnel, Counselor, Staff, Instructional Specialist	Reading STAAR scores, iStations reports, Progress of TST goals				
Funding Sources: 263: Title III, Part A English Language Acq. - \$5394.17, 199: General, State Compensatory Education - \$29350.00							
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Transportation will be provided for students attending after-school and Saturday school tutoring. (Weekly)</p>	1, 9	Campus Administration	Records of tutoring attendance				
Funding Sources: 199: General, State Compensatory Education - \$10000.00							
<p>5) Use data room weekly to look at data. (weekly during PLCs)</p>	1, 2, 3, 8, 9	Administrators, Teachers; Instructional Specialist	Teacher intervention plans with specific Student Expectations being addressed (SE's).				
Funding Sources: 199: General, Basic							
<p>6) Supplemental workbooks will be provided to students to provide them additional practice in reading and that address the students areas of need as evidenced by formative assessments, oral language development workbook (Progress reports). Forde-Ferrier, Esperanza, Foundations, STAAR Ready, STAAR Master, Motivational Reading, Kamico</p>	1, 2, 3, 9	Teachers	Reading scores - STAAR, DRA/EDL, iStation				
Funding Sources: 199: General, Basic, 211: Title I, Part A Improving Basic Programs - \$11050.85, 199: General, Bilingual Education - \$5115.00							
<p>7) Integrate technology and applications to offer additional practice and intervention in the classroom to increase performance in Reading (listening center, reading apps, e-books, iPads, iPods, computers, laptops and chrome books). (Weekly)</p>	1, 2, 3, 8, 9	Teachers, Administration, Instructional Specialist	Use of reading applications using small group instruction, iStation reports, intervention data, lesson plans, student reading scores on the reading assessments (STAAR, iStation, Reading Benchmarks)				
Funding Sources: 211: Title I, Part A Improving Basic Programs - \$19954.00, 199: General, Bilingual Education							
<p>8) 1st and 2nd grade teachers will continue to monitor and align reading expectations and will develop a plan to address struggling students in order to ensure that by the end of 2nd grade students are reading on level. (Weekly) The guided reading model will be used on a daily basis.</p>	1, 2, 3, 8, 9	Teachers, Administrators, Instructional Specialist	Grade level minutes, Reading scores, DRA/EDL graphs				
Funding Sources: 199: General, Basic							
<p align="center">Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>9) Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions (STAAR Box) (Daily)</p>	1, 9	Campus Administration	Lesson Plans Classroom Walkthroughs Tutoring Attendance Records				
Funding Sources: 199: General, State Compensatory Education - \$29350.00							

Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 10) Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students (Daily).	1, 2, 9, 10	Campus Administration	Lesson Plans Classroom Walkthroughs Student At-Risk Documentation				
	Funding Sources: 199: General, State Compensatory Education - \$208563.00						
11) Hire tutors to provide supplemental instruction to students (Weekly).	1, 9	Principal, Assistant Principal	Attendance sheets, reading scores				
	Funding Sources: 199: General, Basic						
12) An instructional aide will assist teachers in preparation and management of classroom activities, and will provide direct instruction to students under teacher supervision (1 FTE) (Daily).	1, 2, 9	Campus Administration Classroom Teacher	Documentation of teacher aide activities, both during and outside of instructional time.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$28100.52						
13) Continue to promote reading and to provide reading opportunities for all students AR - Accelerated Reader, motivational reading events(book of the month/recognition for points) provide books in all content areas, electronic books, integrate reading into all content areas(leveled books-Sp). (Daily)	1, 2, 3, 8, 9	Principal, Assistant Principal, Teachers, Instructional Specialist	Number of AR points, Attendance Sheets, Level Reader's checkout log, Reading scores on all reading assessments (STAAR, TPRI, Reading Benchmarks)				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$5200.00, 199: General, Basic						
Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 14) Instructional Specialist will develop and conduct a needs assessment to determine campus reading needs and professional development needs (2 FTEs). (monthly)	1, 2, 3, 8, 9	Administrators; Instructional Specialist	Survey				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - \$138117.48						
							

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

Performance Objective 2: All students will increase performance as measured by STAAR Grade 4 Writing from 70% to 77% meeting the 2016-2017 passing standard. All students will increase performance from 23% to 30% meeting the Final Level II standard. All students will increase performance from 8% to 15% meeting the Advanced Level III Standard.






Summative Evaluation: 2016-2017 STAAR Grade 4 Writing Assessment Results: All Students

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Develop a way to monitor student writing performance both in English and Spanish through book of the month.	1, 2, 3, 8, 9	Principal, Assistant Principal, ELAR Cadre, Instructional Specialist	STAAR scores, TELPAS writing, Writing Benchmarks, Writing samples and rubrics - twice a year, analysis of student work samples, maintenance of yearly writing files, TELPAS (1st - 6th), Writing STAAR Scores - 4th.				
Funding Sources: 199: General, Basic							
2) Evaluate writing deficiencies and develop a plan to address them. (BOY, MOY, EOY)	1, 2, 3, 8, 9	Principal, Assistant Principal, Teacher, Planning and Instruction Department Personnel, Instructional Specialist	STAAR Room data and specific plans to address specific writing weakness on the CIP				
Funding Sources: 199: General, Basic							
3) Implementation of District and campus Initiatives that address writing: Writers Workshops, Empowering Writers, Forde Ferrier Workbooks, STAAR Ready writing. (Daily)	1, 2, 3, 8, 9	Principal, Assistant Principal, Teachers	Walkthrough, lesson plans				
Funding Sources: 199: General, Basic - \$7480.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: All students will increase performance as measured by STAAR Grades 3-6 Mathematics from 70% to 77% meeting the 2016-2017 passing standard. All students will increase performance from 23% to 30% meeting the Final Level II standard. All students will increase performance from 6% to 13% meeting the Advanced Level III Standard.

Summative Evaluation: 2016-2017 STAAR Grades 3-6 Mathematics Assessment Results: All Students






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Implementation of District and Campus Initiatives that address math: Supplemental to curriculum, mentoring minds, motivation math. TRS, use of math textbooks, Singapore math, math framework, manipulatives(teks review,number sense. (Daily) Reflex math, Thrive, Fact Bowl, Lead4ward, Math instructional materials.</p>	1, 2, 3, 8, 9	Principal, Assistant Principal, Teacher, Planning and Instruction Department Personnel, Instructional Specialist	Lesson Plans, Walkthroughs				
Funding Sources: 199: General, Basic, 211: Title I, Part A Improving Basic Programs - \$11517.00							
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Identify campus instructional weakness in math using benchmarks, common assessments, teacher assessments, STAAR assessments, heat maps and student work. (Monthly)</p>	1, 2, 3, 8, 9	Principal, Assistant Principal, Teacher, Planning and Instruction Department Personnel, Instructional Specialist	PLT discussion, needs assessment, student data, Math scores on the STAAR, District Benchmarks				
Funding Sources: 199: General, Basic							
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide interventions to assist struggling students: After School Tutoring, Extended Tutoring (after school and/or Saturdays), iPad/iPod applications, Think Through Math, math stations. (Daily). STAAR Master 3-6, STAAR Ready</p>	1, 2, 3, 8, 9	Principal, Assistant Principal, Teachers, Instructional Specialist	Increase passing scores on the district benchmarks, common assessment scores, STAAR scores				
Funding Sources: 199: General, Basic							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 4: All students will increase performance as measured by STAAR Grade 5 Science from 80% to 87% meeting the 2016-2017 passing standard. All students will increase performance from 36% to 43% meeting the Final Level II standard. All students will increase performance from 10% to 17% meeting the Advanced Level III Standard.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide supplemental resources to facilitate science instruction: Science labs, Science lab aide, Science reading books, Science workbooks, STEMscopes curriculum Science CVP, Motivation Science, Non-fiction magazines, Science materials for lab, Field trips, Interactive Student Notebook (ISN). (Daily)	1, 2, 3, 8, 9	Principal, Assistant Principal, Teacher, Planning and Instruction Department Personnel, Instructional Specialist	Students scores on the District Benchmarks and on STAAR.				
				Funding Sources: 199: General, Basic, 211: Title I, Part A Improving Basic Programs - \$10092.30, 199: General, Bilingual Education			
2) Develop a school wide plan to build academic vocabulary(Monthly).	1, 2, 3, 8, 9	Teachers, Instructional Specialist, Administration	Finalized vocabulary lists, School wide vocabulary activities				
				Funding Sources: 199: General, Bilingual Education, 199: General, Basic			
3) Provide interventions to assist struggling students: After School Tutoring(Tutors), Extended Tutoring (after school and Saturdays), Summer School, Stemscores intervention component. Science Aide will assist teachers and students.(Daily)	1, 2, 3, 8, 9	Principal, Assistant Principal, Teacher, Planning and Instruction Department Personnel, Instructional Specialist	Students scores on the District Benchmarks and on STAAR, students' science grades				
				Funding Sources: 199: General, Basic			

<p>4) Integrate technology and technology software to increase performance in Science: (United Streaming, Nearpod, Brain Pop, Promethean Board or interactive projectors and printer/s, 3-D printer in the science labs, classrooms, STEMscopes, iPads, iPods). (Daily)</p>	<p>1, 2, 3, 8, 9</p>	<p>Principal, Assistant Principal, Teacher, Planning and Instruction Department Personnel, Instructional Specialist</p>	<p>Students scores on the District Benchmarks and on STAAR, students' science grades</p>				
<p>Funding Sources: 199: General, Bilingual Education</p>							
<p>5) Provide school wide events to promote science: "STEM EXPO", STEM Tanks, TOTB, Summer Stem Camps. Science Vocabulary Contest, Science enrichment through the Garden Club (Every 9 weeks)</p>	<p>1, 2, 3, 8, 9</p>	<p>Principal, Assistant Principal, Teacher, Planning and Instruction Department Personnel</p>	<p>Students scores on the District Benchmarks and on STAAR, students' science grades, parent attendance to the events, students participation in the enrichment activities</p>				
<p>Funding Sources: 199: General, Basic</p>							
<p>6) Enhance STEM offerings through stem certification in grades 1-6. Sixth grade will enhance STEM instruction through robotics instruction.</p>	<p>1, 2, 8, 9</p>	<p>Planning and Instruction Staff, Campus Administration, Faculty</p>	<p>Lesson plans, walkthroughs, student projects</p>				
<p>Funding Sources: None Needed</p>							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

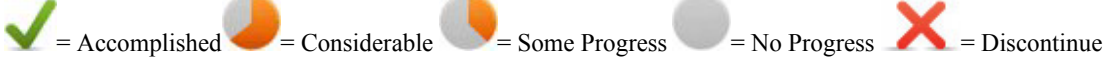
Goal 1: To improve student academic performance at all grade levels as measured by local, state and federal accountability measures so that students are career and college ready.

Performance Objective 5: Provide activities that promote and reinforce respectful and responsible behavior, leadership development, as well as high self-esteem for students and staff, and that provide a safe and supportive environment, with an increase of 10% overall participation from the 2015-2016 school year to the 2016-2017 school year.

Summative Evaluation: Comparison of number of discipline referrals from the 2015-2016 school year to the 2016-2017 school year, as well as teacher surveys, attendance reports, records of activities relevant to objective.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide recognition to students demonstrating responsible and respectful behavior: (Honor Roll Recognition Ceremonies, Most improved, award in coordination with the Kiwanis Club, rewards for no referrals. Birthday announcements, birthday ribbons and pencils for students on their birthday, community donated incentives for Perfect Attendance & Honor Roll (Daily))	1, 2, 4, 5, 7, 9, 10	Principal, Assistant Principal, Counselor, Teachers, Staff, Truant Officer, Monitors, interns	Number of students that are being recognized, number of students on the Honor Roll, Attendance reports, teacher feedback				
				Funding Sources: 199: General, Basic			
2) Provide students academic enrichment and social skill development opportunities: (Chess Club, Garden Club, LEAD groups, Eagle Ambassadors Sportsmanship and social skills through sports, Yearbook, StemDolls, GT after school enrichment and robotics, Video presentations during morning announcements. Social skills apps(Daily))	1, 2, 4, 5, 7, 9, 10	Principal, Assistant Principal, Counselor, Teachers, Staff	Decrease of Discipline referrals, Teacher evaluations, PBIS committee minutes, students' grades, students participation in the enrichment activities				
				Funding Sources: 199: General, Gifted & Talented, 199: General, Basic			
3) Provide transition activities for pre-school students transitioning to elementary and elementary students to middle school (Preregistration, Field trip to campuses with welcome tour among k-1st grade teachers and 6th and 7th grade teachers to discuss preparation for incoming students, Presentation by middle school counselor to 6th grade). (Spring Semester)	1, 2, 4, 5, 7, 9, 10	Principal, Assistant Principal, Counselor, Teachers, Staff	Parent and student attendance to the transition activities, parent and student surveys				
				Funding Sources: 199: General, Basic			
4) Develop a plan to prevent/decrease absences and tardies through the PBIS (Positive Behavioral Interventions & Support) and attendance committee in order to promote attendance. (Daily)	1, 2, 4, 5, 7, 9, 10	Principal, Assistant Principal, Counselor, Teachers, Staff, Truant Officer, Monitors, PTO	Attendance Reports				
				Funding Sources: 199: General, Basic			

5) Increase awareness of health and wellness needs in collaboration with other school agencies: Parent presentations and workshops, Flyers, Newsletters, Health & Wellness Committee meeting on monthly bases to discuss needs. (Monthly)	1, 2, 4, 5, 7, 9, 10	Principal, Assistant Principal, Counselor, Teachers, Staff, Interns, Nurse	Sign in sheets, parent survey, number of presentations				
Funding Sources: 199: General, Basic							
6) Out of school opportunities (field trips) to enhance student learning to include College Readiness field trip for 6th grade. Provide college interest surveys to student to promote college readiness.(Semester)	1, 2, 3, 8, 9	Principal, Assistant Principal, Counselor, Teachers, Staff, Instructional Specialist, Interns and Nurse	Teacher created evaluation of information learned by the students, lesson plans with integration of information gather during the field trips				
Funding Sources: 199: General, Basic							
7) Work collaboratively with counselor, parent liaison, nurse and coaches to assess and provide programs to address specific student needs and increase emotional intelligence through the use of curriculum and videos(social, emotional, academic): Guidance classes, Implement Core Essentials Values program school wide, Emphasize recycling initiative, after school enrichment program, Continue individual and group counseling groups. (Weekly)	1, 2, 4, 5, 7, 9, 10	Principal, Assistant Principal, Counselor, Teachers, Staff, Truant Officer, Monitors, Interns	Decrease of Discipline referrals, Teacher evaluations, PBIS committee minutes, Students scores on the District Benchmarks and on STAAR, students' grades, students participation in the enrichment activities				
Funding Sources: 199: General, Basic							
8) Provide nurse with materials needed to provide adequate care to all students including during any state of emergency (Daily).	1, 10	Principal, Assistant Principal, Nurse, Wellness Committee, Interns	Parent Surveys				
Funding Sources: 199: General, Basic - \$1800.00							
9) Increase awareness among teachers, parents and students (age appropriate) regarding abuse (Fall Semester).	1, 2, 4, 5, 7, 9, 10	Principal, Assistant Principal, Counselor, Teachers, Staff, Interns	Sign-in sheets, parent information sessions, and Counselor lesson plans				
Funding Sources: 199: General, Basic							
10) Use data from the fitness program to plan physical education activities. (Monthly)	1, 2, 4, 5, 7, 9, 10	P. E. Teachers, administrators, Interns	P.E. Lesson plans, Walkthroughs				
Funding Sources: 199: General, Basic							
11) Maintain and Monitor a school wide discipline plan through the PBIS initiative: (PBIS - Positive Behavior Intervention & Support, training of faculty & staff, Leadership & team building, Implement suggestions by the PBIS committee and data gathered, display visuals of core values throughout the school. (Daily)	1, 2, 4, 5, 7, 9, 10	Principal, Assistant Principal, Counselor, Teachers, Staff, Monitors, Interns, Nurse	Decrease of Discipline referrals, Teacher evaluations, PBIS committee minutes				
Funding Sources: None Needed							






12) Identify a campus Crisis Management Team and work with team to identify issues pertaining to safety and responses to crisis situations and inform teachers and staff of the plan. (Monthly)	1, 2, 8, 9, 10	Principal, Assistant Principal, Counselor, Nurse, Teachers, Staff, Custodial Staff, Interns	Team meeting minutes (4 times a year), Crisis Plan				
	Funding Sources: None Needed						
13) Alarcon will provide services to Homeless/Transition students including but not limited to supplies, materials, clothing, transportation, vision and dental services. (Daily)	1, 3, 10	Principal, Counselor, Nurse, Interns	Homeless logs				
	Funding Sources: District Level Funding						
14) Update Crisis Management Team on the use of automated external defibrillators AED's). (Semester)	1, 2, 8, 9, 10	Principal, Assistant Principal, Counselor, Nurse, Teachers, Staff, Custodial Staff, Nurse	Sign in Sheets				
	Funding Sources: None Needed						
							

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

Performance Objective 6: STAAR performance for Special Populations to include English Language Learners (ELL), Gifted and Talented (G.T.), Special Education students (Sp.Ed.), and Migrant/Homeless will increase by 10% per special population in each assessed subject through the provision of appropriate differentiated curricula and instruction. Performance in specific population-based assessments/plans (TELPAS, IEPs) will increase in level of proficiency by 10% (TELPAS Composite Rating Increase of At Least One Level: 54% to 64%)

Summative Evaluation: 2016-2017 STAAR Assessment Results, Grades 3-6; 2016-2017 TELPAS results, Grades 1-6; Individual Education Plan (IEP) evaluation, Gifted and Talented assessment evaluation; Community and Student Engagement Rubric and Ratings: Second Language Acquisition Program, Programs for Gifted/Talented Students, Dropout Prevention

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 1) Continue the implementation of GLAD. (Daily)	1, 2, 3, 4, 8, 9	Principal, Assistant Principal, Teachers, Planning and Instruction Department Personnel.	Complete implementation plan with timelines.				
				Funding Sources: 199: General, Bilingual Education - \$14000.00			
Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 2) Ensure that TEKS (Texas Essential Knowledge and Skills) are integrated into IEP (Individual Educational Plan). Special Education teachers and classroom teachers will collaborate to ensure student IEPs, modifications, and accommodations are properly implemented and grades are properly aligned to students IEP/modifications /accommodations. (Daily)	1, 2, 8, 9	Principal, Assistant Principal, Special Education Teachers, TST Members (Teacher Support Team)	Student success with their IEP's.				
				Funding Sources: 199: General, Special Education			
3) To provide our GT students with the opportunity to participate in regional competitions and field trips. (TEAM QUEST) (Semester)	1, 2, 3, 8	Principal, Assistant Principal, Special Education Teacher, TST Members (Teacher Support Team)	Students (in special populations) grades, scores on Benchmarks and district and state assessments.				
				Funding Sources: 199: General, Gifted & Talented - \$4510.00			


<p>4) Provide students materials for differentiated instruction. (iPod/iPad apps, advanced reading materials, below level reading materials, consumables for differentiated lessons, materials for hands on projects for science, math, social studies and language acquisition, project based, bilingual. (Daily)</p>	<p>1, 2, 3, 8, 9 Principal, Assistant Principal, Counselor, Teachers, Staff</p>	<p>Lesson Plans, Student Work, Success as measure by district benchmarks and student grades, STAAR scores</p>				
<p>Funding Sources: 199: General, Gifted & Talented - \$3412.00, 199: General, Special Education - \$1910.00, 199: General, Bilingual Education - \$1400.00, 211: Title I, Part A Improving Basic Programs - \$6332.50, 199: General, Special Education</p>						
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p>	<p>1, 2, 3, 8, 9 Principal, Assistant Principal, Special Education Teachers, TST Members (Teacher Support Team)</p>	<p>Students (in special populations)grades, scores on Benchmarks and district and state assessments.</p>				
<p>5) Offer services for students that will increase their success. (Resource, Dyslexia program, English in a Flash, support facilitation, additional access to computer lab and computers in the library for interventions and English acquisition, assistive technology. (Daily)</p>	<p>Funding Sources: None Needed</p>					
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p>	<p>1, 2, 8, 9 Principal, Assistant Principal, Special Education Teachers, TST Members (Teacher Support Team)</p>	<p>Documentation of meetings between SPED and Regular Education Teachers every three weeks. Student data tracking sheets.</p>				
<p>6) Monitor SPED students every 9 weeks to assess student's academic weaknesses and progress toward IEP goals and develop short measurable goals, (Every 9 weeks)</p>	<p>Funding Sources: None Needed</p>					
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p>	<p>1, 2, 3, 4, 8, 9 Principal, Assistant Principal, Teachers, Planning and Instruction Department Personnel</p>	<p>Complete implementation plan with timelines.</p>				
<p>7) Research programs to address the needs of ELL students (Dual Language program) and develop a plan of implementation. (Monthly)</p>	<p>Funding Sources: None Needed</p>					
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p>	<p>1, 2, 3, 4, 8, 9 Administrators, Teachers, SPED Department</p>	<p>ARD's decisions, SPED schedule number of students in co-teaching.</p>				
<p>8) Implement a Co-Teaching model (SPED) that allows the majority of students to remain in the regular classroom. (Daily)</p>	<p>Funding Sources: None Needed</p>					
<p>9) Purchase GT testing materials and scoring services for GT-nominated students.</p>	<p>Principal; Director of Instructional Programs</p>	<p>online testing score reports GT nomination folders</p>				
<p>Funding Sources: 199: General, Gifted & Talented - \$3000.00</p>						
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>						

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

Performance Objective 7: Students, faculty, and staff will demonstrate proficiency in technology applications in all content areas, evidenced by an average overall increase of one progress level in the teaching/learning category of the Texas STAAR chart. An increase of one achievement level in the "Digital Learning Environment" area of Community and Student Engagement will be achieved.

Summative Evaluation: 2016-2017 Texas STAAR Chart Results: All Students, Faculty, and Staff; Community and Student Engagement Rubric and Evaluation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) SBDM will develop a school wide long term technology plan based on the STAR chart. (September 2016)	1, 2, 3, 4, 8, 9	Computer Teacher, Technology Department, Teachers	Sign in sheets, Agendas, STAR Chart				
2) Replace or add teacher/Instructional Specialist, and counselor and administration laptops and or desktops as determined by technology. (Semester)	1, 2, 3, 4, 8, 9	Computer Teacher, Technology Department, Teachers	Sign in sheets, Agendas, Lesson Plan				
3) All 1st, 2nd, and 3rd grade classrooms will have at least 5 iPads to use in their stations to provide interventions for all sub populations(Bilingual, GT, At-Risk and Sped). (Daily)	1, 2, 3, 4, 8, 9	Computer Teacher, Technology Department, Teachers	Lesson Plans, walkthroughs				
4) All 4th, 5th and 6th grade classrooms will have one technology device per student in order to integrate technology into all subjects to provide interventions for all sub populations (Bilingual, GT, At-Risk, Sped) (Fall 2016)	1, 2, 3, 4, 8, 9	Computer Teacher, Technology Department, Teachers	Sign in sheets, Lesson Plan				
5) Technology teacher will develop a survey to determine professional development needs. (September 2016)	1, 2, 3, 4, 8, 9	Computer Teacher, Technology Department, Teachers	Survey and committee minutes				

6) Upgrade computers in the library to provide students with opportunities to research and take AR test. (Daily)	1, 2, 3, 4, 8, 9	Librarian, Library Aide, Computer Teacher, Technology Dept, Teachers	Sign in Sheets, Agendas, Lesson Plans				
Funding Sources: None Needed							
							






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

Performance Objective 1: The campus will provide high-quality, ongoing professional development for 100% of instructional personnel. Relevant staff development completion and implementation will be geared to identified areas of academic need.

Summative Evaluation: Documentation of Attendance at Staff Development Offerings, Evidence of Professional Development Implementation, STAAR/EOC Results, T-TESS Evaluations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) To provide Staff Development opportunities to teachers and staff that address standard (TEKS) based instruction and that address the areas of need through collaboration with Planning and Instruction personnel, Think Outside the Box (TOTB), Professional Learning Communities, grade level meetings, Guided Reading, Literacy Stations, TPRI Workshops and Tango Rx, vertical meetings, regional training, state conferences, staff development consultants. TOTB topics include training for STEM Dolls staff. (Monthly)</p>	1, 2, 3, 4, 5, 8, 9	Principal, Assistant Principal, Teachers, Planning and Instruction Department Personnel, Instructional Specialist	Sign in sheets, Agendas, Walkthroughs				
Funding Sources: 211: Title I, Part A Improving Basic Programs - \$9040.00, 410: Instructional Materials Fund							
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Strengthen administrators knowledge through administrators training. (best reading practices, intervention strategies, data analysis, Depth of knowledge, Questioning skills, bilingual support, GT awareness, technology integration, leadership). (Monthly)</p>	1, 2, 3, 8, 9	Principal, Assistant Principal,	Sign in sheets, Agendas, Walkthroughs				
Funding Sources: 199: General, Basic, 211: Title I, Part A Improving Basic Programs - \$3200.00							
<p>Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Provide teachers and staff a variety of staff development opportunities to increase proficiency in identifying and working with students in the different sub populations - GT, At risk, bilingual, SPED, ELL, migrant. (Monthly)</p>	1, 2, 3, 4, 5, 8, 9	Principal, Assistant Principal, P & I Personnel, Special Education, Instructional Specialist	Sign in sheets, Agendas, Walkthroughs				
Funding Sources: 199: General, Gifted & Talented, 199: General, Bilingual Education, 199: General, Basic, 199: General, Special Education							


4) Provide teachers, parents and staff professional development and training to address responsible and appropriate student behavior. Character and principles and values, Digital Citizenship, Acceptable Policy, Ethical use of technology, Cyber bullying, Drug Awareness, Dating Violence, Self-esteem. (Monthly)	1, 2, 4, 5, 7, 9, 10	Counselor, Computer Teacher, Staff, Interns	Sign in sheets, Agendas, Walkthroughs, Decrease of discipline referrals, Teacher surveys				
Funding Sources: 199: General, Basic							
5) Provide staff development opportunities for paraprofessional in the content area where they assist with instructions(Administrative Professionals Conference). (Monthly)	1, 2, 3, 4, 8, 9	Principal, Assistant Principal, Teachers, Planning and Instruction Personnel	Sign in sheets, Agendas, Walkthroughs				
Funding Sources: 199: General, Basic							
6) Campus Instructional Specialists will work with classroom teachers to support student learning, and to carry out district initiatives in all content areas via provision of professional development and modeling of best-practice instruction. The Campus Instructional Specialists are responsible for improvement of teaching and learning at the campus (2 FTEs) (Daily).	1, 2, 3, 4, 8	Campus Administration Director of Instructional Programs Planning and Instructional Staff	Documentation of teacher contacts, through professional development sessions, professional learning community (PLC) meetings, and classroom visits, debriefing, and modeling.				
Funding Sources: None Needed							
7) Provide first and second year teachers the opportunity to participate in PACT (Semester)	1, 4, 5, 6	Principal, Assistant Principal, Teachers, Planning and Instruction Department Personnel	Sign in sheets, Agendas, Walkthroughs				
Funding Sources: None Needed							
Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7	1, 2, 3, 8, 9	Administrators, Instructional Specialist	Survey				
8) Instructional Specialist will develop and conduct a needs assessment to determine campus reading needs and professional development needs. (monthly)	Funding Sources: None Needed						
9) Provide training for campus and district based initiatives (GT Updates, Guided Reading and Literacy Stations, TPRI Workshops) (Every Nine Weeks).	1, 2, 3, 4, 5, 8, 9	Administrators, Instructional Specialist	Sign in Sheets, Teacher Surveys, Agendas, Walkthroughs				
Funding Sources: 199: General, Gifted & Talented, 199: General, Bilingual Education							
10) Provide all teachers opportunities to observe highly qualified teachers in our district(Thrive and Stemsopes). (Monthly)	1, 2, 3, 4, 5, 8, 9	Principal, Assistant Principal, Teachers, Planning and Instruction Department Personnel.	Sign in Sheets, Agendas, Walkthroughs				
Funding Sources: None Needed							

<p>11) Provide teachers opportunities to accumulate 30 hours of GT Core Training, Strategies to support bilingual students with English acquisition. Provide training for differentiation and accommodations for all students. (Every 9 weeks)</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal, Assistant Principal, Teachers, Planning and Instruction Department Personnel.</p>	<p>Sign in sheets, Agendas, Walkthroughs</p>				
<p>Funding Sources: 199: General, Basic</p>							
<p>12) Provide teachers and staff a variety of staff development opportunities to increase proficiency in relation to technology. This will include but not limited to webinars, video tutorials, grade level training at least once a month(Ipads, promethean, etc) (Monthly).</p>	<p>1, 2, 3, 4, 5, 8, 9</p>	<p>Computer Teacher, Technology department, Teachers</p>	<p>Sign in Sheets, Agendas, Lesson Plan</p>				
<p>Funding Sources: None Needed</p>							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

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






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

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

Performance Objective 1: The faculty and staff will develop the quality home, school, and community relationships that promote student success, as evidenced by a 10% increase in parental participation in school activities in the 2016-2017 school year as compared to the 2015-2016 school year. The rating of "Exemplary" will continue to be achieved in the "Community and Parent Involvement" area of Community and Student Engagement.

Summative Evaluation: Agendas, Sign in sheets, parent evaluation surveys, parent volunteer hours, Alarcon parent representation on the district and school committees; Rubric and Rating, "Community and Parent Involvement" area of Community and Student Engagement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Increase communication with parents and awareness of instructional objectives through different informational methods: Open House, Parent Teacher Conferences, PTO Meetings and Information Nights, Family Literacy Night, STEM Expo, STAAR information session, SSI orientation (Student Success Initiative) for 5th grade students, Flyers, Phone calls, School marquee postings, Newsletter, Home visits, Transition activities, Informational Parent Meetings, Pre-school to elementary, Elementary to Middle school, use of school messenger. (Daily)	1, 2, 5, 6, 7, 10	Principal, Assistant Principal, Counselor, Nurse, Faculty, Staff, Central Office Staff, Intern	Parent attendance to parent involvement activities				
				Funding Sources: 211: Title I, Part A Improving Basic Programs - \$1000.00, 199: General, Basic			
2) Provide/promote training for parents on the social, academic, emotional and physical needs of the students: (Fun learning activities, Adult Classes (GED, English, Computer, Reading, Parent Learning Activities, Character education, Health and Wellness training (obesity, diabetes, asthma, cancer awareness, etc.), GT Parent Session, Community Health Fair, SHAC (School Health Advisory Council). Provide parents information on topics that address their needs and the needs of their children. (Sexual Harassment, Bullying/Cyber bullying, Dating Violence, Safety Training, Suicide Prevention, Conflict Resolution, PBIS (Positive Behavior Intervention & Support), Regional conference, Parent portal), compulsory attendance requirements and different phases of STAAR. (Monthly)	1, 2, 5, 6, 10	Principal, Assistant Principal, Counselor, Nurse, Faculty, Staff, Central Office Staff, Intern	Sign in sheets and Agendas				
				Funding Sources: 199: General, Gifted & Talented, 211: Title I, Part A Improving Basic Programs - \$2689.00			
3) Counselor will assist in the development of a family-friendly environment at the campus, by supporting and implementing effective practical, research-based parental involvement practices to improve student academic achievement. (Daily)	1, 6, 10	Campus Administration Federal/Special Programs Coordinator Associate Superintendent, Interns	Documentation of agendas and sign-in sheets relating to parent liaison activities				
				Funding Sources: None Needed			

4) Encourage parents to participate in the volunteer program. (Semester)	1, 2, 5, 6, 10	Principal, Assistant Principal, Counselor, Intern	Number of volunteers in school and number of vounteers in the classrooms				
	Funding Sources: None Needed						
5) Parents will continue to participate in campus and district committees: (LPAC-Limited Proficiency Assessment Committee, SBDM/DAT. (Monthly)	1, 2, 5, 6, 10	Principal, Assistant Principal, Counselor, Nurse, Faculty, Staff, Central Office Staff, Interns	Sign in sheets				
	Funding Sources: None Needed						
6) Transition activities to help parents of students that are transitioning from kinder to 1st grade and from 6th grade to middle school. (Spring Semester)	1, 2, 5, 6, 10	Principal, Assistant Principal, Counselor, Teachers, Interns	Sign in sheets, parent questionnaire regarding next school programs				
	Funding Sources: None Needed						
7) Library hours will continue to be extended to provide access to books and computers after hours for student and parent use. (Bi-Weekly)	1, 2, 5, 6, 10	Librarian and Library aide, Interns	Number of parents and students using the library after hours				
	Funding Sources: None Needed						
8) Collaborate with community service agencies. (Weekly)	1, 2, 5, 6, 10	Principal, Assistant Principal, Counselor, Nurse, Faculty, Interns	Number of presentations and/or contacts with agencies				
	Funding Sources: None Needed						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Provide extended tutoring (after school and Saturdays), Guided Reading, A-Z learning, DRA/EDL every 6 weeks 1st-3rd grades; 4th - 6th every 9 weeks then assess only Tier 2 and 3 (TST Students). Progress monitoring (small group guided reading). All grades for DRA and EDL they will test BOY, MOY, and EOY.
1	1	4	Transportation will be provided for students attending after-school and Saturday school tutoring. (Weekly)
1	1	9	Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions (STAAR Box) (Daily)
1	1	10	Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students (Daily).
1	1	14	Instructional Specialist will develop and conduct a needs assessment to determine campus reading needs and professional development needs (2 FTEs). (monthly)
1	3	1	Implementation of District and Campus Initiatives that address math: Supplemental to curriculum, mentoring minds, motivation math. TRS, use of math textbooks, Singapore math, math framework, manipulatives (teks review, number sense. (Daily) Reflex math, Thrive, Fact Bowl, Lead4ward, Math instructional materials.
1	3	2	Identify campus instructional weakness in math using benchmarks, common assessments, teacher assessments, STAAR assessments, heat maps and student work. (Monthly)
1	3	3	Provide interventions to assist struggling students: After School Tutoring, Extended Tutoring (after school and/or Saturdays), iPad/iPod applications, Think Through Math, math stations. (Daily). STAAR Master 3-6, STAAR Ready
1	6	1	Continue the implementation of GLAD. (Daily)
1	6	2	Ensure that TEKS (Texas Essential Knowledge and Skills) are integrated into IEP (Individual Educational Plan). Special Education teachers and classroom teachers will collaborate to ensure student IEPs, modifications, and accommodations are properly implemented and grades are properly aligned to students IEP/modifications /accommodations. (Daily)
1	6	5	Offer services for students that will increase their success. (Resource, Dyslexia program, English in a Flash, support facilitation, additional access to computer lab and computers in the library for interventions and English acquisition, assistive technology. (Daily)
1	6	6	Monitor SPED students every 9 weeks to assess student's academic weaknesses and progress toward IEP goals and develop short measurable goals, (Every 9 weeks)
1	6	7	Research programs to address the needs of ELL students (Dual Language program) and develop a plan of implementation. (Monthly)
1	6	8	Implement a Co-Teaching model (SPED) that allows the majority of students to remain in the regular classroom. (Daily)

Goal	Objective	Strategy	Description
2	1	1	To provide Staff Development opportunities to teachers and staff that address standard (TEKS) based instruction and that address the areas of need through collaboration with Planning and Instruction personnel, Think Outside the Box (TOTB), Professional Learning Communities, grade level meetings, Guided Reading, Literacy Stations, TPRI Workshops and Tango Rx, vertical meetings, regional training, state conferences, staff development consultants. TOTB topics include training for STEMDolls staff. (Monthly)
2	1	2	Strengthen administrators knowledge through administrators training. (best reading practices, intervention strategies, data analysis, Depth of knowledge, Questioning skills, bilingual support, GT awareness, technology integration, leadership). (Monthly)
2	1	3	Provide teachers and staff a variety of staff development opportunities to increase proficiency in identifying and working with students in the different sub populations - GT,At risk, bilingual, SPED, ELL, migrant. (Monthly)
2	1	8	Instructional Specialist will develop and conduct a needs assessment to determine campus reading needs and professional development needs. (monthly)

State Compensatory

Budget for Alarcon Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6117.01.101.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$29,350.00
199.11.61xx.01.101.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$208,563.00
6100 Subtotal:		\$237,913.00
6300 Supplies and Services		
199.11.6399.10.101.30	6399 General Supplies	\$29,350.00
6300 Subtotal:		\$29,350.00
6400 Other Operating Costs		
199.11.6494.05.101.30	6494 Reclassified Transportation Expenses	\$10,000.00
6400 Subtotal:		\$10,000.00

Personnel for Alarcon Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Ponce	Teacher	Class Size Reduction	.20
Alyss Armendariz	Teacher	Class Size Reduction	.14
Bertha Mireles	Teacher	Class Size Reduction	.14
Carlos Garcia	Teacher	Class Size Reduction	.14
Cesar Duran	Teacher	Class Size Reduction	.14
Claudia Morales	Teacher	Class Size Reduction	.10
Daisy Sanchez	Teacher	Class Size Reduction	.11
Evelin Gonzalez	Teacher	Class Size Reduction	.14
Guadalupe Flores	Teacher	Class Size Reduction	.11
Herlinda Rodriguez	Teacher	Class Size Reduction	.10
Isabel Villalva	Teacher	Class Size Reduction	.17
Jessica Maldonado	Teacher	Class Size Reduction	.14
John Johnson	Teacher	Class Size Reduction	.14
Maria Carrillo	Teacher	Class Size Reduction	.10
Melissa Mendoza	Teacher	Class Size Reduction	.11
Monique Gonzalez	Teacher	Class Size Reduction	.17
Patricia Figueroa	Teacher	Class Size Reduction	.11
Perla De La Torre	Teacher	Class Size Reduction	.20
Rebecca Olan Gomez	Teacher	Class Size Reduction	.14
Ricardo Garcia	Teacher	Class Size Reduction	.14
Ricardo Lopez	Teacher	Class Size Reduction	.20
Shaylyn Green	Teacher	Class Size Reduction	.20
Talia Reyes	Teacher	Class Size Reduction	.17
Tony Gasca	Teacher	Class Size Reduction	.17

Veronica Garcia	Teacher	Class Size Reduction	.17
Xiomara Armendariz	Teacher	Class Size Reduction	.17
Yadira Silva	Teacher	Class Size Reduction	.17

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Title I, Part A Ten School-Wide Components

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

2. Schoolwide reform strategies that –

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

3. Instruction by highly qualified professional teachers.

4. In accordance with section 1119 and section 1114 (a) (4), high-quality and ongoing professional development for teachers, principals, and

paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children at the campus to meet the State's student academic achievement standards.

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

2: Schoolwide Reform Strategies

* Schoolwide reform strategies that –

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

3: Instruction by highly qualified professional teachers

* Instruction by highly qualified professional teachers.

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

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

5: Strategies to attract highly qualified teachers

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

6: Strategies to increase parental involvement

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

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

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

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

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

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

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

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

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Concepcion Talamantes	Campus Instructional Specialist	Title I, Part A	1
Gina Marie Brooks	Campus Instructional Specialist	Title I, Part A	1
Patricia Soliz	Aide - Classroom Math & Science	Title I, Part A	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mayela Sanchez	Principal
Administrator	Edith Ortiz	Assistant Principal
Administrator	Leticia De Santos	Assistant Principal
Classroom Teacher	Marisela Corral	3rd Grade Teacher
Classroom Teacher	Rick Garcia	5th Grade Teacher
Classroom Teacher	Tony Gasca	2nd Grade Teacher
Classroom Teacher	Shaylyn Green	1st Grade Teacher
Classroom Teacher	John Johnson	6th Grade Teacher
Classroom Teacher	Yvonne Pulido	4th Grade Teacher
Counselor	Nora Garcia	School Counselor
Non-classroom Professional	Gina Brooks	Instructional Specialist
Non-classroom Professional	Concepcion Talamantes	Instructional Specialist
Paraprofessional	Gabby Castro	Secretary

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
1	1	6	Multiple workbooks		\$0.00
1	1	8			\$0.00
1	1	11	Title I Tutors	Tutors	\$0.00
1	1	13			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$7,480.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	5			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	5	7			\$0.00

1	5	8		33	\$1,800.00
1	5	9			\$0.00
1	5	10			\$0.00
1	7	1			\$0.00
1	7	3			\$538.20
1	7	5			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	11			\$0.00
3	1	1			\$0.00

Sub-Total \$9,818.20

199: General, Gifted & Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$0.00
1	6	3			\$4,510.00
1	6	4			\$3,412.00
1	6	9			\$3,000.00
2	1	3			\$0.00
2	1	9			\$0.00
3	1	2		61	\$0.00

Sub-Total \$10,922.00

199: General, Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2			\$0.00
1	6	4			\$1,910.00
1	6	4			\$0.00

2	1	3			\$0.00
Sub-Total					\$1,910.00
199: General, Bilingual Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	6			\$5,115.00
1	1	7			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	4			\$0.00
1	6	1			\$14,000.00
1	6	4			\$1,400.00
1	7	3			\$1,399.32
2	1	3			\$0.00
2	1	9			\$0.00
Sub-Total					\$21,914.32
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	After-school tutoring	99.11.6117.01.101.30	\$29,350.00
1	1	4	Transportation	199.11.6494.05.101.30	\$10,000.00
1	1	9	Intervention Kiyd	199.11.6399.10.101.30	\$29,350.00
1	1	10			\$208,563.00
Sub-Total					\$277,263.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$3,800.00
1	1	2			\$600.00
1	1	6			\$11,050.85

1	1	7			\$19,954.00
1	1	12	Aide - Classroom Math & Science	211.11.6129.01.101.30	\$28,100.52
1	1	13			\$5,200.00
1	1	14	2 Instructional Specialist	211.13.6119.01.101.30	\$138,117.48
1	3	1			\$11,517.00
1	4	1			\$10,092.30
1	6	4			\$6,332.50
1	7	1			\$6,500.00
1	7	2	Technology Equipment		\$1,434.50
1	7	3			\$9,387.00
2	1	1			\$9,040.00
2	1	2			\$3,200.00
3	1	1			\$1,000.00
3	1	2	18th Annual Parent Engagement Conference		\$2,689.00

Sub-Total \$268,015.15

263: Title III, Part A English Language Acq.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$5,394.17
1	7	3			\$18,486.00
1	7	4			\$413.83

Sub-Total \$24,294.00

410: Instructional Materials Fund

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

Sub-Total \$0.00

District Level Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	13			\$0.00
Sub-Total					\$0.00
None Needed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6			\$0.00
1	5	11			\$0.00
1	5	12			\$0.00
1	5	14			\$0.00
1	6	5			\$0.00
1	6	6			\$0.00
1	6	7			\$0.00
1	6	8			\$0.00
1	7	6			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	10			\$0.00
2	1	12			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00

	Sub-Total	\$0.00
	Grand Total	\$614,136.67

Addendums

Lorenzo G. Alarcon Elementary
Title I, Part A
2016-2017

Org (All)

Sum of Adopted Budget		S.Obj				
Obj	Account Name	01	02	04	05	Grand Total
6119	Salaries for Professional Personnel	112,261.72				112,261.72
6129	Wages for Support Personnel	20,013.40				20,013.40
6141	Social Security/Medicare	1,917.98				1,917.98
6142	Group Health & Life Insurance	16,215.00				16,215.00
6143	Worker's Compensation	1,995.24				1,995.24
6145	Unemployment Compensation	1,513.07				1,513.07
6146	Teacher Retirement/TRS Care	10,317.46				10,317.46
6149	OASDI	1,984.13				1,984.13
6239	Region XIX ESC		700.00	1,500.00		2,200.00
6299	Misc Contracted Services				-	-
6329	Reading Materials	5,200.00	1,000.00	682.00		6,882.00
6399	General Supplies	59,227.00	1,289.00	460.00	19,994.00	80,970.00
6411	Travel & Subsistence - Employee	2,700.00		8,046.00		10,746.00
6499	Miscellaneous Operating Costs		1,000.00			1,000.00
Grand Total		233,345.00	3,989.00	10,688.00	19,994.00	268,016.00











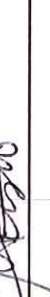

**Lorenzo G. Alarcon Elementary
Title III, Part A
2016-2017**

Org	(All)
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Sum of Amended Budget		S.Obj	
Obj	Account Name	00	Grand Total
6399	General Supplies	24,294.00	24,294.00
6399 Total		24,294.00	24,294.00
Grand Total		24,294.00	24,294.00

2016-2017 Site-Based Decision Making Committee

Meeting Date: September 23, 2016

Committee Role	Name	Position	Signature
Administrator	Mayela Sanchez	Principal	
Administrator	Edith Ortiz	Assistant Principal	
Administrator	Leticia De Santos	Assistant Principal	
Classroom Teacher	Marisela Corral	3rd Grade Teacher	
Classroom Teacher	Rick Garcia	5th Grade Teacher	
Classroom Teacher	Tony Gasca	2nd Grade Teacher	
Classroom Teacher	Shaylyn Green	1st Grade Teacher	
Classroom Teacher	John Johnson	6th Grade Teacher	
Classroom Teacher	Yvonne Pulido	4th Grade Teacher	
Counselor	Nora Garcia	School Counselor	
Non-classroom Professional	Gina Brooks	Instructional Specialist	
Non-classroom Professional	Concepcion Talamantes	Instructional Specialist	
Paraprofessional	Gabby Castro	Secretary	