

**Laredo Independent School District**  
**Tomas Sanchez/Hermelinda Ochoa Elementary School**  
**2018-2019 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics Summary as of Snapshot:

Enrollment:

2017: 714

2018: 719

Economically Disadvantaged

2017: 96.1%

2018: 95.13%

ELL

2017: 70%

2018: 69.26%

SPED

2017: 6.8%

2018:

#### Mobility Rate

2017: 18.1

2018:

Sanchez Ochoa is comprised of: 749

- All Students: 749
- Econ. Disadvantaged: 96.1%
- ELLs: 70.0 %
- SPED: 6.8%
- Mobility Rate: 20.5%

#### Demographics Strengths

Transitional Early Exit Program

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance rate is not at the expected 98% rate. **Root Cause:** Early childhood students have excessive absences.

# Student Academic Achievement

## Student Academic Achievement Summary

Index 1					Index 2					Index 3					Index 4				
2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	*2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
51%	64%	67%	70%	76%	35%	53%	37%	35%	48%	77%	36%	36%	40%	44%	NA	18%	18%	26%	32%
Target					Target					Target					2014 Target				
55% 60% 60% 60%					33% 30% 32% 32%					28%					12%				

## 2016-2017 TEXAS ACADEMIC PERFORMANCE RESULTS

### STAAR PERCENT AT APPROACHES GRADE LEVEL OR ABOVE

#### GRADE 3

##### READING 2017

STATE: 73% DISTRICT: 75% CAMPUS: 75% HISPANIC: 75% SPED: \* ECON DISADV: 74% ELL: 76%

##### READING 2016

STATE: 73% DISTRICT: 61% CAMPUS: 50% HISPANIC: 49% SPED: \* ECON DISADV: 50% ELL: 39%

##### MATH 2017

STATE: 78% DISTRICT: 83% CAMPUS: 88% HISPANIC: 88% SPED: 86% ECON DISADV: 88% ELL: 87%

##### MATH 2016

STATE: 75% DISTRICT: 75% CAMPUS: 83% HISPANIC: 83% SPED: \* ECON DISADV: 82% ELL: 78%

**STAAR PERCENT AT APPROACHES GRADE LEVEL OR ABOVE**

**GRADE 4**

**READING 2017**

STATE: 70% DISTRICT: 72% CAMPUS: 63% HISPANIC: 63% SPED: 67% ECON DISADV: 63% ELL: 49%

**READING 2016**

STATE: 75% DISTRICT: 69% CAMPUS: 79% HISPANIC: 78% SPED: \* ECON DISADV: 77% ELL: 69%

**MATH 2017**

STATE: 76% DISTRICT: 79% CAMPUS: 71% HISPANIC: 71% SPED: 56% ECON DISADV: 69% ELL: 58%

**MATH 2016**

STATE: 73% DISTRICT: 68% CAMPUS: 72% HISPANIC: 72% SPED: \* ECON DISADV: 72% ELL: 65%

**WRITING 2017**

STATE: 67% DISTRICT: 64% CAMPUS: 60% HISPANIC: 60% SPED: 56% ECON DISADV: 58% ELL: 52%

**WRITING 2016**

STATE: 69% DISTRICT: 61% CAMPUS: 68% HISPANIC: 68% SPED: \* ECON DISADV: 68% ELL: 59%

**STAAR PERCENT AT APPROACHES GRADE LEVEL OR ABOVE**

**GRADE 5**

**READING 2017**

STATE: 82% DISTRICT: 83% CAMPUS: 79% HISPANIC: 79% SPED: 86% ECON DISADV: 78% ELL: 69%

**READING 2016**

STATE: 81% DISTRICT: 75% CAMPUS: 66% HISPANIC: 67% SPED: \* ECON DISADV: 66% ELL: 64%

**MATH 2017**

STATE: 87% DISTRICT: 90% CAMPUS: 86% HISPANIC: 86% SPED: 71% ECON DISADV: 85% ELL: 86%

**MATH 2016**

STATE: 86% DISTRICT: 84% CAMPUS: 73% HISPANIC: 73% SPED: 38% ECON DISADV: 74% ELL: 71%

**SCIENCE 2017**

STATE: 79% DISTRICT: 79% CAMPUS: 79% HISPANIC: 79% SPED: 71% ECON DISADV: 79% ELL: 76%

**SCIENCE 2016**

STATE: 69% DISTRICT: 75% CAMPUS: 71% HISPANIC: 72% SPED: 46% ECON DISADV: 71% ELL: 71%

**2016-2017 TEXAS ACADEMIC PERFORMANCE RESULTS****STAAR PERCENT AT APPROACHES GRADE LEVEL OR ABOVE (ALL GRADES)****READING 2017**

STATE: 75% DISTRICT: 71% CAMPUS: 76% HISPANIC: 76% SPED: 68% ECON DISADV: 75% ELL: 69%

**READING 2016**

STATE: 75% DISTRICT: 66% CAMPUS: 70% HISPANIC: 71% SPED: 42% ECON DISADV: 70% ELL: 65%

**MATH 2017**

STATE: 79% DISTRICT: 80% CAMPUS: 82% HISPANIC: 82% SPED: 70% ECON DISADV: 81% ELL: 77%

**MATH 2016**

STATE: 76% DISTRICT: 72% CAMPUS: 75% HISPANIC: 75% SPED: 50% ECON DISADV: 75% ELL: 71%

**WRITING 2017**

STATE: 67% DISTRICT: 64% CAMPUS: 60% HISPANIC: 60% SPED: 56% ECON DISADV: 58% ELL: 52%

**WRITING 2016**

STATE: 69% DISTRICT: 61% CAMPUS: 68% HISPANIC: 68% SPED: \* ECON DISADV: 68% ELL: 59%

**SCIENCE 2017**

STATE: 79% DISTRICT: 79% CAMPUS: 79% HISPANIC: 79% SPED: 71% ECON DISADV: 79% ELL: 76%

**SCIENCE 2016**

STATE: 69% DISTRICT: 75% CAMPUS: 71% HISPANIC: 72% SPED: 46% ECON DISADV: 71% ELL: 71%

**2016-2017 TEXAS ACADEMIC PERFORMANCE RESULTS**

**STAAR PERCENT AT MEETS GRADE LEVEL OR ABOVE (ALL GRADES)**

**READING 2017**

STATE: 48% DISTRICT: 38% CAMPUS: 42% HISPANIC: 42% SPED: 75% ECON DISADV: 42% ELL: 35%

**READING 2016**

STATE: 46% DISTRICT: 32% CAMPUS: 35% HISPANIC: 35% SPED: \* ECON DISADV: 35% ELL: 25%

**MATH 2017**

STATE: 48% DISTRICT: 46% CAMPUS: 38% HISPANIC: 38% SPED: 45% ECON DISADV: 37% ELL: 20%

**MATH 2016**

STATE: 43% DISTRICT: 34% CAMPUS: 28% HISPANIC: 29% SPED: \* ECON DISADV: 28% ELL: 22%

**WRITING 2017**

STATE: 38% DISTRICT: 32% CAMPUS: 35% HISPANIC: 35% SPED: \* ECON DISADV: 33% ELL: 22%

**WRITING 2016**

STATE: 41% DISTRICT: 32% CAMPUS: 33% HISPANIC: 32% SPED: \* ECON DISADV: 32% ELL: 23%

**SCIENCE 2017**

STATE: 52% DISTRICT: 45% CAMPUS: 41% HISPANIC: 41% SPED: \* ECON DISADV: 39% ELL: 28%

**SCIENCE 2016**

STATE: 47% DISTRICT: 36% CAMPUS: 11% HISPANIC: 22% SPED: \* ECON DISADV: 22% ELL: 21%

**2016-2017 TEXAS ACADEMIC PERFORMANCE RESULTS****STAAR PERCENT AT *MASTERS GRADE LEVEL OR ABOVE (ALL GRADES)*****READING 2017**

STATE: 19% DISTRICT: 12% CAMPUS: 19% HISPANIC: 19% SPED: 22% ECON DISADV: 19% ELL: 15%

**READING 2016**

STATE: 17% DISTRICT: 9% CAMPUS: 15% HISPANIC: 15% SPED: \* ECON DISADV: 15% ELL: 10%



**MATH 2017**

STATE: 19% DISTRICT: 12% CAMPUS: 19% HISPANIC: 19% SPED: 22% ECON DISADV: 19% ELL: 15%

**MATH 2016**

STATE: 17% DISTRICT: 9% CAMPUS: 15% HISPANIC: 15% SPED: \* ECON DISADV: 15% ELL: 10%

**WRITING 2017**

STATE: 12% DISTRICT: 08% CAMPUS: 08% HISPANIC: 08% SPED: \* ECON DISADV: 08% ELL: \*

**WRITING 2016**

STATE: 15% DISTRICT: 09% CAMPUS: 14% HISPANIC: 14% SPED: \* ECON DISADV: 14% ELL: 11%

**SCIENCE 2017**

STATE: 19% DISTRICT: 14% CAMPUS: 17% HISPANIC: 17% SPED: \* ECON DISADV: 16% ELL: 10%

**SCIENCE 2016**

STATE: 16% DISTRICT: 08% CAMPUS: \* HISPANIC: \* SPED: \* ECON DISADV: \* ELL: \*

***STAAR PERCENT MET/EXCEEDED PROGRESS (ALL GRADES)*****ALL SUBJECTS 2017**

STATE: 61% DISTRICT: 62% CAMPUS: 66% HISPANIC: 66% SPED: 75% ECON DISADV: 67% ELL: 67%

**ALL SUBJECTS 2016**

STATE: 62% DISTRICT: 61% CAMPUS: 62% HISPANIC: 62% SPED: 52% ECON DISADV: 62% ELL: 62%

**READING 2017**

STATE: 59% DISTRICT: 58% CAMPUS: 61% HISPANIC: 60% SPED: \* ECON DISADV: 62% ELL: 62%

**READING 2016**

STATE: 60% DISTRICT: 57% CAMPUS: 60% HISPANIC: 60% SPED: \* ECON DISADV: 60% ELL: 58%

**MATH 2017**

STATE: 64% DISTRICT: 67% CAMPUS: 72% HISPANIC: 72% SPED: 69% ECON DISADV: 72% ELL: 71%

**MATH 2016**

STATE: 63% DISTRICT: 65% CAMPUS: 64% HISPANIC: 64% SPED: 59% ECON DISADV: 63% ELL: 66%

**STAAR PERCENT EXCEEDED PROGRESS (ALL GRADES)**

**ALL SUBJECTS 2017**

STATE: 19% DISTRICT: 22% CAMPUS: 22% HISPANIC: 22% SPED: 38% ECON DISADV: 21% ELL: 24%

**ALL SUBJECTS 2016**

STATE: 17% DISTRICT: 18% CAMPUS: 15% HISPANIC: 15% SPED: 20% ECON DISADV: 15% ELL: 15%

**READING 2017**

STATE: 17% DISTRICT: 20% CAMPUS: 18% HISPANIC: 18% SPED: \* ECON DISADV: 18% ELL: 20%

**READING 2016**

STATE: 16% DISTRICT: 16% CAMPUS: 16% HISPANIC: 16% SPED: \* ECON DISADV: 16% ELL: 15%

**MATH 2017**

STATE: 20% DISTRICT: 24% CAMPUS: 26% HISPANIC: 26% SPED: 50% ECON DISADV: 25% ELL: 28%

**MATH 2016**

STATE: 17% DISTRICT: 20% CAMPUS: 14% HISPANIC: 14% SPED: 32% ECON DISADV: 13% ELL: 15%

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TPRI 2018 MOY (CURRENT DATA) K-2ND

Summary Report MOY			TPRI								
Grade	Students	Level	Phonemic Awareness					Graphophonemic		Listen/Comprehension	
			PA	1 PA	2 PA	3 PA	4 PA	5 PA	GK 1	GK 2	Story
			Rhyming	Blending	Phonemes	I. Sound	F. Sound	Letter	Sound	Comprehension	
Kinder	87	Developed	72/83%	80/92%	74/85%	63/72%	24/28%	83/95%	82/94%	66/76%	
MOY		Still Developing	15/17%	7/8%	13/15%	24/28%	63/72%	4/5%	5/6%	21/24%	

Grade	Students	Level	Phonemic Awareness					Graphophonemic Knowledge				
			PA	1 PA	2 PA	3 PA	4 PA	GK 1	GK 2	GK 3	GK 4	GK 5
1st Grade	104	Developed	99/95%	95/91%	88/85%	77/74%	102/98%	102/98%	97/93%	95/91%	91/88%	
MOY		Still Developing	5/5%	9/95%	16/15%	27/26%	2/2%	2/2%	7/7%	9/9%	13/13%	

	Level	Word				Accuracy Level		
		Reading		Listening		Indep.	Inst.	
		Set 1	Set 2	Set 3	Set 4			
Developed		79/76%	58/56%	54/52%	40/38%	53/51%	36/35%	15/14%
Still Developing		25/24%	46/44%	50/48%	64/62%			

	Fluency/WCPM			RD/D	SD	Comprehension		
	D>=Goal	with/10%	below/10%			RSD	LD	LSD
Developed	38/75%	1/2%	12/12%	50/48%				
Still Developing	24/47%	10/20%	17/16%		54/52%	1/1%	30/29%	23/22%

Grade	Students	Level	Graphophonemic Knowledge				Word				
			GK 1	GK 2	GK 3	GK 4	Set 1	Set 2	Set 3	Set 4	
2nd Grade	117										
MOY		Developed	86/74%	58/50%	66/56%	57/49%	100/85%	89/76%	80/68%	57/49%	
		Still Developing	31/26%	59/50%	51/44%	60/51%	17/15%	28/24%	37/32%	60/51%	

	Accuracy Level			Fluency/WCPM		
	Listening	Indep.	Inst.	D>=Goal	with/10%	below/10%
Developed	22/19%	79/68%	16/14%	38/40%	14/15%	43/37%
Still Developing				21/22%	9/9%	65/56%

	Comprehension				
	RD/D	SD	RSD	LD	LSD
Developed	80/68%				
Still Developing		37/32%	15/13%	6/5%	16/14%

RIGBY 2018 (CURRENT DATA) K-2ND

Kinder Levels Campus 88 Students

# of stud	1 or <		2		3		4		5+	
	#	%	#	%	#	%	#	%	#	%
BOY 88	76	86	10	11	2	3				

EOY

Kinder Rigby Levels Ms. Vela Nolan

20/22/22	1 or <		2		3		4		5+	
	#	%	#	%	#	%	#	%	#	%
4th Six	1	5	1	5	5	25	9	45	4	20

5th Six

6th Six

Kinder Rigby Levels Ms. Villarreal

21/22/22	1 or <		2		3		4		5+	
	#	%	#	%	#	%	#	%	#	%
4th Six	2	10			3	14	2	10	14	66

5th Six

6th Six

Kinder Rigby Levels Ms. Castro

22/	1 or <		2		3		4		5+	
	#	%	#	%	#	%	#	%	#	%
4th Six	1	5	5	23			8	36	8	36

5th Six

6th Six

Kinder Rigby Levels Ms. Luna

22/22/21	#	1 or < %	#	2 %	#	3 %	#	4 %	#	5+ %	#
4th Six			1	5	6	27	4	18	11	50	

5th Six

6th Six

1st Grade Levels 103 Students

# of stud	#	11 or < %	#	12 %	#	13 %	#	14 %	#	15 %	#	16+ %	#
BOY		91	88	3	3	1	1	1	1			7	7
EOY													

1st Grade Ms. Bruni/Villa B Rigby Levels

21/21/21	#	11 or < %	#	12 %	#	13 %	#	14 %	#	15 %	#	16+ %	#
4th Six		13	62			1	4	5	24			2	10

5th Six

6th Six

1st Grade Ms. Garza Rigby Levels

20/21/20	#	11 or < %	#	12 %	#	13 %	#	14 %	#	15 %	#	16+ %	#
4th Six												20	100

5th Six

6th Six

1st Grade Ms. Bruni A Rigby Levels

20/20/21	#	11 or < %	#	12 %	#	13 %	#	14 %	#	15 %	#	16+ %	#
4th Six		13	59	2	9			4	18			3	14

5th Six

6th Six

1st Grade Ms. Moncivais/ Cruz B Rigby Levels

22/20/21 #	11 or <		12		13		14		15		16+	
	%	#	%	#	%	#	%	#	%	#	%	#
4th Six	17	77	3	14								2 9

5th Six  
6th Six

1st Grade Ms. Moncivais A Rigby Levels

21/21/21 #	11 or <		12		13		14		15		16+	
	%	#	%	#	%	#	%	#	%	#	%	#
4th Six	17	80	2	10			1	5				1 5

5th Six  
6th Six

-

2nd Grade Levels 121 Students

# of stud #	17 or <		18		19		20		21		22+	
	%	#	%	#	%	#	%	#	%	#	%	#
BOY	77	64	13	11	11	9	4	3	7	6	8	6

EOY

2nd Grade Ms. Vargas/ Munoz B Rigby Levels

21/21/21 #	17 or <		18		19		20		21		22+	
	%	#	%	#	%	#	%	#	%	#	%	#
4th Six	9	43	1	5			1	5	2	10	8	37

5th Six  
6th Six

2nd Grade Ms. Vargas A Rigby Levels

20/20/20 #	17 or <		18		19		20		21		22+	
	%	#	%	#	%	#	%	#	%	#	%	#
4th Six	7	35	1	5	2	10	2	10	1	5	7	35

5th Six  
6th Six

2nd Grade Ms. Lessner Rigby Levels

19/20/19 #	17 or <		18		19		20		21		22+	
	%	#	%	#	%	#	%	#	%	#	%	#

4th Six 8 42 2 11 2 11 4 21 1 4 2 11

5th Six

6th Six

2nd Grade Ms. Cardenas A Rigby Levels

21/21/21	17 or <		18		19		20		21		22+	
#	%	#	%	#	%	#	%	#	%	#	%	
4th Six	8	39			3	14	4	19	3	14	3	14

5th Six

6th Six

2nd Grade Ms. Lessner/Salazar B Rigby Levels

22/22/22	17 or <		18		19		20		21		22+	
#	%	#	%	#	%	#	%	#	%	#	%	
4th Six							2	9	2	9	18	82

5th Six

6th Six

2nd Grade Ms. Cardenas/Casarez B Rigby Levels

18/20/19	17 or <		18		19		20		21		22+	
#	%	#	%	#	%	#	%	#	%	#	%	
4th Six	4	21			2	10	1	5	7	38	5	26

5th Six

6th Six

PK-3/PK 4 DATA (CURRENT DATA)

Index 1: 67 Target score: 60

Index 2: 37 Target score: 30

Index 3: 34 Target score: 28

Index 4: 18 Target score: 18

**STAAR Percent Met Standard**



**All Subjects:** State: 77% District: 63% **Campus: 67%**

**Reading** State: 77% District: 61% **Campus: 72%** **Writing** State: 72% District: 64% **Campus: 77%** **Science** State: 78% District: 63% **Campus: 41%**

**Postsecondary Readiness Standard Level: FINAL RECOMMENDED LEVEL**

**Two or more subjects:** State: 41% District: 22% **Campus: 18%**

**Reading:** State 46% District: 25% **Campus: 25%**

**Writing:** State: 34% District: 22% **Campus: \***

**Science:** State: 44% District: 25% **Campus: 7%**

**STAAR Percent at ADVANCED LEVEL III**

**All Subjects** State: 16% District: 7% **Campus: 7%**

**Reading:** State: 17% District: 7% **Campus: 11%**

**Writing:** State: 9% District: 4% **Campus: \***

**Science:** State: 16% District: 5% **Campus: \***

**STAAR Percent Met or Exceeded Progress**

**All Subjects:** State: 57% District: 52% **Campus: 59%**

**Reading:** State: 59% District: 55% **Campus: 57%**

**Writing:** State: 56% District: 50% **Campus: \***

**STAAR Percent Exceeded Progress**

**All Subjects:** State: 15% District: 14% Campus: **16%**

**Reading** State: 16% District: 15% Campus: **18%**

**Writing** State: 7% District: 5% Campus: \*

## **Student Academic Achievement Strengths**

Tutors in all grade levels

- 6hr. update by G/T teachers/ Certified G/T Teachers/New Teachers 30 hours
- Class size reduction 22/1
- Data Driven Instruction
- Small group instruction Reading small groups Intervention/ Enrichment blocks/Tutors
- peer tutoring/ Counselors Trailblazing classes
- Tutorials 1st-5th Grade Tuesday, Wednesday, Thursday, and Saturday
- Formative Assessments white boards and markers
- Think-Pair Share closing plan Monday and Tuesday
- Dry erase boards Formative Assessment
- Ticket out the door Wednesday, Thursday, Friday, Closing Plan
- Exit slips
- Centers
- Lexia, Head Sprout, Mini iPads, ABC Mouse.com for Pre K 3/4 and PPCD Autistic Units
- RTI
- Rigby
- Running records
- Hand gestures
- 4 corners
- Thumbs Up/ Thumb down
- intervention time
- Admin help with funding/ Field trip buses
- Local field trips
- Picture dictionary
- Upper Grade students read to lower grade level students
- Once a week drop everything and Read Week
- Career Day all Grades Every Year-Counselor PK- 5th Grade
- Dr. Seuss week- Drumline dor Parade during kick-off
- Training with Reading Deans during school year
- DMAC Benchmarks
- ISTATION
- A.R. Incentives to motivate readers

- Math software compatible with Mimio's
- ABC Mouse.com for Pre 3/4
- Money for APPS.
- Lakeshore Journals Complete sets
- My first writing prompts journals
- My Picture-wood journals
- More mini Ipads
- Headphones for computers& IPADS
- TELPAS writing prompts need to be adjusted to Kinder level.
- lakeshore Picture word Journals (100)
- IPAD for Counselor
- Sight words journals (100)
- Copy paper 1 box per semester
- Writing time instead of embedded in curriculum because students lack English language.
- Writing Journals more legible and appropriate for grade level.
- Printed by six weeks in full pages.
- need tutors all year long for 2nd grade. No tutors as of January 2018
- Smarty Ants
- V-Math
- Allen Learning
- TELPAS Tuesday
- Reading, Math, and Writing Carnivals
- \$100 per teacher to buy center activities.
- Box of paper per teacher for 2nd Grade
- card stock paper as well.
- Dry erase markers for all students.
- Implement Writing across all grade level and pick up Writing samples monthly to assure Writing is taking place in all grade levels.
- Low students/teacher ratio to achieve progress and for safety reasons.
- Smaller classroom enrollment to meet individual goals and objectives for each student

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Less than 20% of students score at the Masters level on STAAR. **Root Cause:** Teachers lack training on teaching and prescribing higher level activities.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum, Instruction, and Assessment Needs Assessment

At T. Sanchez/H. Ochoa, our curriculum are the TEKS/South Texas Curriculum Project.

Assessments:

- CPALLS
- TPRI/Tejas Lee
- Progress Monitoring
- Benchmarks
- LAS
- TELPAS
- STAAR
- CBA
- Rigby
- TTM
- Teacher made test
- Running Records
- CBM- Math or kinder
- Fluency checks
- G/T Testing-Counselor
- TERRA NOVA- Exiting of the Bilingual Program Counselor
- Teacher Observation
- Student work samples
- Ensure that (Child Outcome Summary) Form is collected and turned in every year.

### Staff Quality, Recruitment, and Retention Comprehensive Needs Assessment

All teachers at T. Sanchez/ H. Ochoa are Texas -state certified some have higher degrees/G/T/Bilingual/masters

All teachers have attended professional development workshops on campus. out of town Region 1

PLC's to address weak areas

CIS- Mancera- professional with degree/Drop/ Prevention Program/ Social Skills/Group session through P. E. w/with students

Class size Reduction teachers

### **Family and Community Involvement Summary**

Parent volunteers assist our campus on a regular basis. Most parent volunteers assist with parade preparations, Alethea competition and campus performances.

Week of the Young child Activities and field trips.

### **School Context and Organization Summary**

- T. Sanchez/H. Ochoa promotes campus and community collaboration to improve student achievement.
- Data driven, curriculum focused weekly meetings are held with teachers.
- Staff meetings are based on campus needs.
- Departmentalized 3rd- 5th
- Semi-departmentalized (1st-2nd)
- Master schedule for each grade level

### **Technology Summary**

Our students at Sanchez Ochoa will be prepared to use Ipads and Laptops for Instruction purposes.

Tier 2/3 interventions will consist of Technology based programs/ Tutors.

## **School Processes & Programs Strengths**

### **Curriculum, Instruction, and Assessment Needs Assessment**

We monitor progress regularly and have a solid RTI system in place.

Data Analysis for re-grouping too much regrouping done early in the year, it creates discipline problems

Lead Documents based on TEKs and state standards and IEPs provide direction, common planning and tools for instruction.

Instruction- technology program resources

Differentiation

Telephone Attendance Committee

RAD Kids- 2nd P.E. Coaches

Intervention time Tacher Conference with parents

During Progress Reports call parents if they don't attend meeting on Report card Night

A.R. Six weeks challenges to motivate students to reach goal every six weeks with A.R.

rewards students with charm key chains.

reward top 3 - grade level students with awards with award/gift cards.

Pre-k Wriing Programs (Handwritingwithout fear.)

After school and Saturday tutorials.

Students speak mainly Spanish, poor attendance, tardies, and lack of parental involvement.

Need materials QR reader code academic through the areas.

Teacher pay raises

Phonics program related to centers

grammar

box of paper on ebox per teachers per semester

tutors for 1st-5th grade (1 per grade level)

laminating machine for wing B and C

Afterschool tutorials and Saturday Tutorials

Purchase Forde Ferrier, STAAR Master, RTI, for Math, Reading, Writing, Science for 3rd, 4th, and 5th Grade

Forde Ferrier Poetry for testing grades

STAAR Writing Prompts for testing grades

Countdown to Writing STAAR for testing grades

Motivation Science, Reading, Math for testing grades

Talking Dictionaries for all classrooms to use with Special Ed. students

Measuring up Express Reading, Math, Science, for 3rd, 4th, and 5th grade

G/T Certified Teachers 6hours yearly update, new teachers need 30 hour of G/T training

### **Staff Quality, Recruitment, and Retention Comprehensive Needs Assessment**

Teacher Collaboration

T-TESS evaluations

Administration-Peer Support positive feedback and support

Grant funding

At the end of each Six Weeks, teachers 3-5 will plan for each six weeks period.

1 mentor for every grade level for all teachers new to grade level

1st year mentor teacher support to be implemented next year with certified Mentor teacher in our campus.

Counselor tutorials with 25 more students in computer lab on Wednesday

#### **Family and Community Involvement Summary**

- Parent volunteers for main events and field trips which help parents become familiar with school culture.
- Parents attend sessions monthly.
- Parents notes go home in English and Spanish on paper and electronically, reward system for parents
- Career Day Counselor
- community speakers



- Parents would like a copy machine, and laminating machine in parent center to help teachers with booklets, copies, and laminating material.
- buy a cubby cabinet so that teachers can leave their work so that parents can assist them in whatever they may need with copies and other material.
- Encourage parents to attend Family reading night.
- Get community involved with Family Reading Night.
- LPD,USBP, AND DPS
- Community speakers in April for Autism Awareness
- Promote parent ESL classes so they can help their child.
- Promote High number of active parent volunteers by Parent Liaison
- Junior Achievemnt/ Auditions for 4th and 5th/ Bowl-A- Thon

## **School Context and Organization Summary**

Structured Data Sessions

PK3-5th Accountability

RTI Committee to make sure all struggling children get the correct help to make sure they can succeed.

Kinder teachrs need traing to imput information in DMAC.

unlimited Lexia Licenses.

## **Technology Summary**

Strong Technology Trainer

Video conferences

iPad Carts and Laptops for all students

IPad Carts assigned to every grade level

Variety of Technology programs for all different student needs.

Aid to help with students login in to computers

Laminating machine for Pre-K only

paper cutters

Kitchenettes

Manipulatives for all centers and small group instruction.

Have an Ipad cart or Laptop cart to replace broken ones.

kinder needs headphones 6 per teacher

Lakeshore computers interactive games.

Provide effective training during staff development instead of 30 minute cram sessions.

Provide Technology trainings , one at a time not multiple training and be bombarded.

G/ T Powerpoints/New Initiative-Speech Communication/use of Technology

Tutorial-Trailblazing 25 students tutorials by Counselors Wednesday/ Sign -In for all students

unlimited Lexia Licenses.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Increase coaching sessions (inst. specialist) and staff development for teachers in need of assistance. **Root Cause:** Need to improve

classroom management.

# Perceptions

## Perceptions Summary

### School Culture and Climate Summary

Have a Laredo ISD police officer at campus full time.

- Rearrangement of grade assignment to make dismissal more smoothly.
- Sign and symbols for transitions. Green/ Red/ and Yellow.

## Perceptions Strengths

### School Culture and Climate Summary

#### CHAMPS

Parent Volunteers to help shelf books

- Perfect attendance and Honor roll every six weeks
- Dolphin Dollars for behavior / Consequences need a more stronger method for discipline throughout the school
- Dolphin store -Keep up with inventory
- safety procedures extra curriculum activities- sports, cheerleading, Chess, EXPO Tech, National Honor Society Girlscounts/ Boy Scouts
- National Elem. Honor Society by law 85% with a B
  - NEHS Criteria Scholarship, Responsibility, Service, and Leadership
  - involve more parents to parent sessions, provide incentives to students for parents that attend
  - Student ID for students in Prek 3/4 or Badges with pictures/ field trips/PPCD Autistic Unit
  - Parent Carnival
  - Administration emotional intelligence towards students and school personnel
  - Six Weeks dances/ picnics to motivate good behavior and attendances
  - Bring motivation/behavioral speaker for both parents and children Speakers are invited to every Parent Session
  - allocate \$2,800 dollars for 12 teams and 1 track team for next year.

- 15 members library club members
- We need to motivate parents to support students in all academic areas. Because students success is our ultimate goal to become independent learners.
- Reading day have parents come read to class one day a week.
- But incentives for attendance for Communities in school.
- Use Remind APP
- Motivate parents to visit child's classrooms and read a book once a week to support student success.
- Promote Sanford Harmony Curriculum in every grade level/ 3rd Grade Building Healthy Retionships
- NEHS- Funds for NEHS t- shirts
- Certified teachers in techniques that can be used with calming them down/ miminize aggressive behavior/
- also prevent students/ staff from hurting themselves or others.
- Allocate \$2,300 for Purchase of Daily Equipment for Instructional P.E. Units such as Footballs and Flags, Vollyballs and nets, basketballs and nets, softballs/ Baseball and tees, Soccerballs, Scooter set, Track Cones and digital Clock and timers, and Microphones.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Professional communication concerns from all stakeholders. **Root Cause:** Staff lacks training on Professional Communication Skills.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

Revised/Approved: January 18, 2018

**Goal 1: Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.**

**Performance Objective 1:** Sanchez Ochoa Elementary will offer all students a rigorous, visible, interdisciplinary curriculum to ensure that all students demonstrate a yearly increase on state assessments and the Texas Success Initiative/college readiness.

Domain I Score will increase from 73% to 84%. (See Plan Addendum)

**Evaluation Data Source(s) 1:** TAPR Reports -STAAR/EOC

TELPAS Reports

PBMAS,

2017-18 Sanchez Ochoa Elementary School TAPR Report

2018-19 Sanchez Ochoa Elementary School TAPR Report

2017-18 STAAR Accountability Report

2018-19 STAAR Accountability Report


**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>1) Implement research based practices and utilize the curriculum in all content areas through technology programs and software such as Istation Reading and V Math. HeadSprout (PK) Lexia (Special Populations) Smarty Ants Learning Farm</p>	2.4, 2.5, 2.6	Instructional Specialist, Principal, Vice Principal, Grade Level Representatives, Reading Interventionist, teachers	Weekly Collaborative Planning/ (Sign In sheets)  Grade Level Planning Classroom Observations Lesson Plans 6 Week Reports				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 2275278.00, 211 - ESEA Title I: Improving Basic Program - 1900.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Provide and monitor instructional resources and instructional practices needed to meet the needs for all subgroups.</p>		Principal, Vice Principal, Teachers, Support Staff, Budget Clerk	Purchase orders, teacher surveys, walk-through, Teachers and Staff Evaluations, evidence of implementation of Staff Development, data analysis/data binder Pre and Post: Learning.com, Istation, and Think Through Math Testing				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 13534.00, 199 - General Fund: GT (PIC 21) - 57077.00, 199 - General Fund: Special Education (PIC 23) - 388825.00, 199 - General Fund: Operating Variable (PIC 99) - 2300.00, 199 - General Fund: SCE (PIC 30) - 229057.00, 199 - General Fund: Bilingual (PIC 25) - 117267.00, 199 - General Fund: Basic Instruction PreK (PIC 32 - 254219.00, 199 - General Fund: SCE Pre K (PIC 34) - 239288.00, 199 - General Fund: Bilingual Pre K (PIC 35) - 9151.00, 199 - General Fund: Operating (PIC 99) - 595000.00, 211 - ESEA Title I: Improving Basic Program - 214904.00, 224 - IDEA - Part B: Formula Fund - 163521.00, 255 - ESEA II, A Training & Recruiting - 1.00, 263 - LEP Bilingual Program Fund - 11002.00, 435 - SSA Regional Day School - Deaf - 2014.00, 180 - E-Rate Fund - 16657.00							
<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>3) Students will participate in Reading, Math, Science Carnivals and will focus on Reading Category 2 and 3 (Literary and Informational Texts).</p>	2.4, 2.5	Administration, Instructional Specialist, Teachers, Science Lab Manager, Support Staff, Librarian, Music Teacher, Coaches	Carnival Lesson Plans, Pictures, Student Journals				
<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Provide prescriptive student intervention for Math, Reading, Writing, and Science through to improve student achievement.</p>	2.4, 2.5	Principal, Vice Principal, Teachers, Support Staff	Classroom Observations Benchmarks CBAs Failure Reports				
<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Tutors will provide intervention for at-risk students.</p>	2.4, 2.5	Principal, Teachers, Instructional Specialist, Assistant Principal	Schedule of services, Student sign in sheets, Prescriptive Lesson Plans for small groups				
Funding Sources: 199 - General Fund: Bilingual (PIC 25) - 30000.00							



<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Provide incentives an announce perfect attendance plan to promote student attendance. Popcorn Party Every Six Weeks Celebration for perfect attendance for top 5 attendance classrooms at the end of the year.</p>		Administration Teachers, Attendance Committee, CIS	Fewer students on failure reports per six weeks. A Trophy per grade level for perfect attendance and announce every Friday.				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 12000.00						
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Recognize students for participating in extra-curricular activities and/or for academic performance using (Awards Ceremonies/Trophies, Medals, Ribbons, Certificates, stickers) and PE Class of the Week Trophy &amp; T.V. Monitor for academic and perfect attendance students.</p>	3.1, 3.2	Administration Teachers Counselor	Ceremonies Agendas Assessment Results				
	Funding Sources: 199 - General Fund: Operating (PIC 99) - 600.00						
<p>8) Provide educational opportunities for students through field trips.</p>		Administration Teachers.	Report Cards Progress Reports Assessments Parent Conferences				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 6000.00, 199 - General Fund: Operating (PIC 99) - 3800.00						
<p>9) Present Academic Vocabulary Words with visuals or demonstrations during our morning announcements (V-Brick)and in the Science lab.</p>		Administration, Instructional Specialist, Science Lab Manager, Computer Lab Manager	Videos, Weekly Lesson/Vocabulary Demonstration Plans,				
<p>10) Students in PreK3-2nd will practice handwriting/penmanship skills.</p>		Administration. Instructional Specialist, Teachers	language arts lesson plan, journal add applications for IPADS (itrace, writing wizard)				
<p>11) 50% of the school will implement 1:1 Technology Initiative</p>		Administration Technology Trainer	Assessments				
<p>12) Implementation of formative assessment strategies will be monitored through learning walks and walk-throughs.</p>		Administration Instructional Specialist	CBA, Benchmark Data Walk-throughs				
<p>13) Data will be analyzed and state formula will be used to calculate and monitor Domain 1 progress after CBA and Benchmark administration.</p>		Administration Teachers	CBA Data Benchmark Data STAAR Data				

14) Library books and Ebooks will be updated to bring our collection up to date as required by the district. Books will be ordered at different levels to meet the needs of all subgroups (ELL, SPED, ECD, GT).	Administration Librarian	Library Inventory Assessment				
	Funding Sources: 199 - General Fund: SCE (PIC 30) - 5000.00					
15) Campus tech expo will be showcased at the campus level for all 3rd-5th grade students.	3rd-5th Grade Lead Teachers and Technology Trainer	Annual tech expo showcase for parents will be presented by students				
16) GT students will create a GT Project and will present during our GT Exposition before the end of the year.	Counselor Technology Trainer Administration	Products Parent Sign In Sheet/GT Expo				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 400.00					
17) Writing teachers will attend professional development sessions to improve student achievement.	Teachers	Increase writing scores				
	Funding Sources: 211 - ESEA Title I: Improving Basic Program - 2233.00					
18) Teachers will receive training on The Fundamental Five.	Administration	Observations Data				
19) The Fundamental Five Campus Plan will be created and evaluated throughout the year. (Learning Walks, walk-throughs, training)	Administration Teachers Leadership team					
20) Writing Vertical Team will collect, review and make instructional recommendations based on Writing Samples collected every six weeks.	Teachers Administration Writing Vertical Team Instructional Specialist	Improve Writing Campuswide				
						

**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 2:** Sanchez Ochoa Elementary will meet State/Region STAAR student progress measures annually.

Domain II Part A will increase from 77% to 85%.  
 Domain II Part B will increase from 83% to 93%.

**Evaluation Data Source(s) 2:** TAPR Reports -STAAR/EOC  
 TELPAS Reports  
 PBMAS  
 2017-2018 Sanchez Ochoa Elementary School TAPR Report  
 2018-2019 Sanchez Ochoa Elementary School TAPR Report  
 2017-18 STAAR Accountability Report  
 2018-19 STAAR Accountability Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Teachers will receive training on effective planning lessons to meet, and master levels.		Administration, Instructional Specialist, Central Office	PD Agenda, Sign In Sheets, Lesson Plans, Index 1-4 Results, PD 360 Transcript and Reflective Questions, Walk throughs				
	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 1200.00, 211 - ESEA Title I: Improving Basic Program - 2000.00						
2) College and Career Day will allow students to learn about college, universities and careers.		Administration, Counselor, CIS	College and Career Day Agenda, Sessions, Pictures, Visitor's Sign In Sheets				
3) National Honor Society and high achieving students will be provide Trailblazing Classes opportunity to visit Universities.		Administration, Counselor Trailblazing in lower grades and all of 5th Grade	NHS Documentation, Meetings Sign In Sheets, Presentations Sign In Sheets, Rosters, EOY Ceremony Agenda -CSC club w/PK sponser -National Honor Society upper grade students should be more involved with lower grades (use as motivating peers).				
4) Use CNN Students News during breakfast and monitor comprehension. Teachers may also use News-O-Matic to expose students to informational text.			Reflective Journals (written/oral) Depending on grade level Brain Pop (for Social Studies)				

**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 3:** Sanchez Ochoa Elementary will supplement Reading and Math instructional programs to meet the needs of all special population students in order to increase student achievement to Meets or Masters and close performance gaps.

Domain III Score will increase from 79% to 97%. - (Closing the Gap)

(See Plan Addendum)

**Evaluation Data Source(s) 3:** Texas Accountability Reports

Benchmarks, CBA Scores, Report Card Grades, Progress Reports, STAAR/EOC Scores, Teacher-Designed Exams


2016-17 Sanchez Ochoa Elementary School TAPR Report

2017-18 Sanchez Ochoa Elementary School TAPR Report

2017-18 STAAR Accountability Report

2018-19 STAAR Accountability Report

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Develop and recommend response to intervention (RTI) intervention plans for academic, behavior, and special population students in need of remediation pertaining to all sub groups		Principal, Vice Principal, Teachers, Counselor, Instructional Specialist	SSI/RTI documentation, Progress Monitoring, DMAC reports, Attendance Reports				
2) Implement instructional practices that are supplemental to meet the needs of all at risk students in all sub groups.		Principal, Vice Principal, Counselor, Instructional Specialist, Teachers Leaders.	TIER II lists, tutorial lists, CBA data, benchmarks, failure reports, retention reports, RIGBY level reports, TPRI, TEJAS LEE, CPALLs reports, and state assessment results, tutors evaluations				
3) Provide teachers with extra duty pay and instructional materials to collaborate and provide additional intervention throughout the year.		Principal, Vice Principal, Teachers, Support Staff, Budget Clerk	CBA data, benchmarks, failure reports, retention reports, RIGBY level reports, TPRI, TEJAS LEE, CPALLs reports, and state assessment results				
							

**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 4:** LISD supplement instructional programs to increase District and Campus Graduation Rate for all students and special populations. (Domain I & III) (See Plan Addendum)

**Evaluation Data Source(s) 4:** Texas Accountability Reports  
T-TESS Appraisal System, Implementation of new strategies as observed in periodic teacher walkthroughs.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) The Fundamental Five practices will be implemented.		Teachers Administration	Increase assessment results				
2) Intervention will be provided to students on a daily basis. (Intervention block)		Administration	Increase student achievement				
3) College and Career Day will allow students to learn about college, universities and careers.		Administration, Counselor, CIS	College and Career Day Agenda, Sessions, Pictures, Visitor's Sign In Sheets				
4) Teachers will receive training on planning effective lessons at meets and masters level.		Administration, Counselor, CIS	College and Career Day Agenda, Sessions, Pictures, Visitor's Sign In Sheets				
5) Trailblazing class, National Honor Society and high achieving students will be provided other students opportunities to visit a University.		Administration, Counselor Trailblazing lower grade classes and all of 5th Grade	NHS Documentation, Meetings Sign In Sheets, Presentations Sign In Sheets, Rosters, EOY Ceremony Agenda -CSC club w/PK sponsor -National Honor Society upper grade students should be more involved with lower grades (use as motivating peers).				
							

**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 5:** Sanchez Ochoa Elementary will increase the Number of Students (Percent) meeting EL progress (Advancing a minimum of 1 English Language Proficiency Level on TELPAS). (Domain III)

Sanchez Ochoa Elementary School will increase the number/percentage of students meeting English Language Progress, advancing a minimum of 1 English Language Proficiency Level on Texas English Language Proficiency Assessment System (TELPAS) in the areas of Listening, Speaking, Reading, and Writing from a 54% to a 59%.


Increase percent of students advancing at least one proficiency level from 65% to 70%.

**Evaluation Data Source(s) 5:** TELPAS

2016-17 Sanchez Ochoa Elementary School TELPAS Yearly Achievement Summary

2017-18 Sanchez Ochoa Elementary School TELPAS Yearly Summary

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Implement instructional practices that are supplemental to meet the needs of all at risk students in all sub groups.		Principal, Vice Principal, Counselor, Instructional Specialist, Teachers Leaders.	TIER II lists, tutorial lists, CBA data, benchmarks, failure reports, retention reports, RIGBY level reports, TPRI, TEJAS LEE, CPALLs reports, and state assessment results, tutors evaluations				
2) Provide teachers with extra duty pay and instructional materials to collaborate and provide additional intervention throughout the year.		Principal, Vice Principal, Teachers, Support Staff, Budget Clerk	CBA data, benchmarks, failure reports, retention reports, RIGBY level reports, TPRI, TEJAS LEE, CPALLs reports, and state assessment results				
Funding Sources: 199 - General Fund: SCE (PIC 30) - 30000.00							
							


**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 6:** Sanchez Ochoa Elementary will increase the number of students meeting at least one College, Career, or Military Ready indicator (CCMR) as a means to close the gap (Domain I & Domain III)

# of CCMR Indicators met will increase from:

**Evaluation Data Source(s) 6:** Texas Accountability Reports

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Trailblazing class, National Honor Society and high achieving students will be provided other students opportunities to visit a University.		Administration, Counselor Trailblazing lower grade classes and all of 5th Grade	NHS Documentation, Meetings Sign In Sheets, Presentations Sign In Sheets, Rosters, EOY Ceremony Agenda -CSC club w/PK sponsor -National Honor Society upper grade students should be more involved with lower grades (use as motivating peers).				
							

**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.


**Performance Objective 7:** LISD will meet State/Region participation rates in dual enrollment and/or Advanced Placement coursework on an annual basis (High School Only)

Dual Enrollment participation rate will increase from \_\_\_\_\_ to \_\_\_\_\_.

Advanced Placement participation rate will increase from \_\_\_\_\_ to \_\_\_\_\_.

**Evaluation Data Source(s) 7:** TAPR Report  
PBMAS Report

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Trailblazing class, National Honor Society and high achieving students will be provided other students opportunities to visit a University.		Administration, Counselor Trailblazing lower grade classes and all of 5th Grade	NHS Documentation, Meetings Sign In Sheets, Presentations Sign In Sheets, Rosters, EOY Ceremony Agenda -CSC club w/PK sponsor -National Honor Society upper grade students should be more involved with lower grades (use as motivating peers).				
							



**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 8:** Sanchez Ochoa Elementary School will meet State/Region STAAR assessment performance rates to meet Performance-Based Monitoring Analysis System (PBMAS) standards annually.

District/Campus will improve staging on PBMAS to maintain or decrease staging from 1 to 0 in Bilingual, SpEd, CTE and ESSA. (See Plan Addendum)

**Evaluation Data Source(s) 8:** TAPR Reports-STAAR/EOC  
 PBMAS Reports  
 2017-18 PBMAS Results  
 2018-19 PBMAS Results

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Provide student intervention for Math, Reading, Writing, and Science through to improve student achievement.		Principal, Vice Principal, Teachers, Support Staff	Classroom Observations Benchmarks CBAs Failure Reports				
2) Implementation of formative assessment strategies will be monitored through learning walks and walk-throughs.		Administration Instructional Specialist	CBA, Benchmark Data Walk-through				
3) Data will be analyzed and state formula will be used to calculate and monitor Index 1 progress after CBA and Benchmark administration.		Administration Teachers	CBA Data Benchmark Data STAAR Data				

**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 9:** LISD will increase the number of earned industry-recognized certifications through participation in CTE program yearly. (High School Only)

Increase industry certificates from \_\_\_\_\_ to \_\_\_\_\_.

**Evaluation Data Source(s) 9:** TAPR Report-

**Summative Evaluation 9:**

**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 10:** Sanchez Ochoa Elementary will develop innovative instructional strategies and provide staff development to effectively integrate the teaching and learning of technology applications and skills within the curriculum.

Increase Domain I score from 73% to 84%.

**Evaluation Data Source(s) 10:** Staff Development Calendar/Sign In Sheets

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Implement research based practices and utilize the curriculum in all content areas through technology programs and software such as Istation Reading and TTM Math. HeadSprout (PK) Lexia (Special Populations)		Instructional Specialist, Principal, Vice Principal, Grade Level Representatives, Reading Interventionist, teachers	Weekly Collaborative Planning/ (Sign In sheets)  Grade Level Planning Classroom Observations Lesson Plans 6 Week Reports				
2) Library books and Ebooks will be updated to bring our 2016-2017 collection up to date as required by the district. Books will be ordered at different levels to meet the needs of all subgroups (ELL, SPED, ECD, GT).		Administration Librarian	Library Inventory Assessment				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.







**Performance Objective 11:** Sanchez Ochoa Elementary will effectively integrate the teaching and learning of technology applications and skills within the curriculum as per School Technology and Readiness (STAR) survey standards.

Improve or increase the number of teachers at proficient or higher from 98% to 99%..

**Evaluation Data Source(s) 11:** STAR Survey

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Implement research based practices and utilize the curriculum in all content areas through technology programs and software such as Istation Reading and TTM Math. HeadSprout (PK) Lexia (Special Populations)		Instructional Specialist, Principal, Vice Principal, Grade Level Representatives, Reading Interventionist, teachers	Weekly Collaborative Planning/ (Sign In sheets)  Grade Level Planning Classroom Observations Lesson Plans 6 Week Reports				
2) Library books and Ebooks will be updated to bring our 2016-2017 collection up to date as required by the district. Books will be ordered at different levels to meet the needs of all subgroups (ELL, SPED, ECD, GT).		Administration Librarian	Library Inventory Assessment				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue


**Goal 1:** Sanchez Ochoa Elementary establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 12:** Sanchez Ochoa Elementary will decrease the number of student retentions at Elementary and Middle School through specialized instructional support.

Campus Retention rate will decrease from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 12:** Failure Reports

**Summative Evaluation 12:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Provide student intervention for Math, Reading, Writing, and Science through to improve student achievement.		Principal, Vice Principal, Teachers, Support Staff	Classroom Observations Benchmarks CBAs Failure Reports				
2) Tutors will provide intervention for at-risk students.		Principal, Teachers, Instructional Specialist, Assistant Principal	Schedule of services, Student sign in sheets, Prescriptive Lesson Plans for small groups				
							

**Goal 2: Sanchez Ochoa Elementary provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.**


**Performance Objective 1:** Sanchez Ochoa Elementary will increase meet and/or exceed State/Region attendance rates on a yearly basis.

Sanchez Ochoa Elementary will provide education in the areas of Character Building to foster emotional and social stability to attain a 100% attendance rate for all students.

Campus will maintain or increase attendance rate from 97 to 98%.

**Evaluation Data Source(s) 1:** Attendance Reports  
Feedback from counselors, nurse, teacher

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Attendance Action Plan will be followed on a six weeks basis including daily home visits to maintain attendance at or close to 99%.		Principal, Attendance Officer, Attendance Committee, Teachers, Truant Officer, CIS Case worker	Attendance Reports Action Plans Teacher Data Binder/Attendance Attendance Committee Meetings/Sign In Sheets				
2) Incentives will be provided to students with perfect attendance every 6 weeks.		Principal, Vice Principal, Attendance Team, Teachers, CIS Case Manager	Attendance Reports				
Funding Sources: 199 - General Fund: Operating (PIC 99) - 1000.00							
							

**Goal 2:** Sanchez Ochoa Elementary provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.


**Performance Objective 2:** LISD will meet or decrease its dropout rate as compared to the annual State/Region drop our rates. (Secondary Schools Only)

District dropout rate will decrease from \_\_\_\_\_ to \_\_\_\_\_.

Campus will maintain or decrease dropout rate from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 2:** TAPR Report  
PEIMS Submission Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Incentives will be provided to students with perfect attendance every 6 weeks.		Principal, Vice Principal, Attendance Team, Teachers, CIS Case Manager	Attendance Reports				
2) Attendance Action Plan will be followed on a six weeks basis including daily home visits to maintain attendance at or close to 99%.		Principal, Attendance Officer, Attendance Committee, Teachers, Truant Officer, CIS Case worker	Attendance Reports Action Plans Teacher Data Binder/Attendance Attendance Committee Meetings/Sign In Sheets				
3) CIS case manager will offer services to help students in need. (Uniforms, School Supplies, Shoes, Glasses)		Administration CIS Case Manager	Monthly Reports				
Funding Sources: 199 - General Fund: SCE (PIC 30) - 18000.00							
							

**Goal 2:** Sanchez Ochoa Elementary provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 3:** LISD will increase the number of students who graduate on time, with college readiness distinctions.

District and Campus graduation rate for All Students, Hispanic, ECD, ELL and SpED will increase. (See plan addendum)

Number of student with distinctions will increase

from \_\_\_\_\_ to \_\_\_\_\_.

**Evaluation Data Source(s) 3:** Counseling Reports

TAPR Report

PEIMS Submission Report

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Improve culture/nurture relationships through campus/community presentations by using a student newspaper written by 4th graders and all trailblazing classes.		administration, instructional specialist, central office	surveys, proper social skills, role modeling, and praising students for good choices				
2) College and Career Day will allow students to learn about college, universities and careers.		Administration, Counselor, CIS	College and Career Day Agenda, Sessions, Pictures, Visitor's Sign In Sheets				
3) National Honor Society, trailblazing classes and all high achieving students will provide other students opportunities to be college ready and further strengthen their scholarship, service, leadership, and character.		Administration, Counselor	NHS Documentation, Meetings Sign In Sheets, Presentations Sign In Sheets, Rosters, EOY Ceremony Agenda -CSC club w/PK sponser -National Honor Society upper grade students should be more involved with lower grades (use as motivating peers).				
							



**Goal 2:** Sanchez Ochoa Elementary provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 4:** Sanchez Ochoa Elementary will implement a districtwide Discipline Management Plan which reinforces positive student behavior and reduces the number of student discipline referrals.

# of Discipline referrals will decrease from \_\_\_\_ to \_\_\_\_

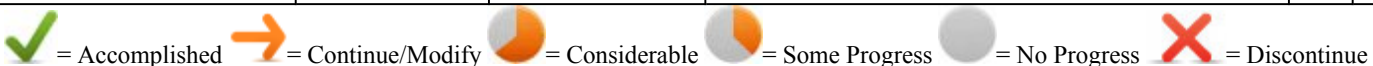
# of Discretionary placements at alternative campuses will decrease for:

All Students from \_\_\_\_ to \_\_\_\_ and

Special Ed. Students from \_\_\_\_ to \_\_\_\_

**Evaluation Data Source(s) 4:** 425 Report

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Identify and implement preventive measures to decrease discipline and Nurse accident referrals.		Principal, Vice Principal, Teachers, Counselor, Nurse	Disciplinary referrals, Nurse accident reports,				
2) Create and implement a discipline system campus wide using the assertive discipline model.		Administration, Counselor, Instructional Specialist, Support Staff, Campus Security, Teachers	walk through, discipline results, parent-teacher-student contract -be consistent and carryout consequences, parent shadowing must be enforced throughout the entire day				
3) Campus will redesign certain classrooms to provide student with choices.		Instructional Specialist Administration Teachers	Observations Assessment Data				
							


**Goal 2:** Sanchez Ochoa Elementary provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 5:** LISD Police Department will work with all stakeholders to insure a safe and secure environment. (District Only)

# of Incidents and Citations will decrease from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 5:** Police Reports on case numbers for the year.

**Summative Evaluation 5:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Improve culture/nurture relationships through campus/community presentations by using a student newspaper written by 4th graders.		Administration, instructional specialist, central office	surveys, proper social skills, role modeling, and praising students for good choices				
2) Utilize and enforce security procedures for visitors, staff, and students by ensuring cafeteria, side doors, and gym doors be locked at all times for security measures.		Principal, Vice Principal, Secretary, Security Official.	Visitors' sign in sheet and valid ID, monitor LISD employee tags, Raptor ID Scanning( government ID), follow early release procedures, visitor screening system.				
							

**Goal 2:** Sanchez Ochoa Elementary provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 6:** Sanchez Ochoa Elementary will develop civically-engaged students by increasing the number of students participating in in school/community activities. (I,e, National Honor Society, Student Council, or other organizations that are civic oriented)

**Evaluation Data Source(s) 6:** Membership reports

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Middle School Counselors and Teachers come to Sanchez Ochoa Elementary and give presentations to all 5th Grade students. During these presentations students become aware on the many extra curricular activities, clubs, and other services available to them in the middle school.		Teachers and Counselors from both Elementary and middle schools.	Students become aware of the different activities available to them.				
	Funding Sources: 211 - ESEA Title I: Improving Basic Program - 250.00						
							

**Goal 2:** Sanchez Ochoa Elementary provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 7:** Sanchez Ochoa Elementary will increase access to and participation in co- and extra-curricular activities to include: Academic UIL, Fine Arts, JROTC, athletics, service learning organizations and school clubs as evidenced in scheduled Board Committee Meetings.

# of students that participate in at least 1 activity


from \_\_\_\_\_ to \_\_\_\_\_

% of student body populations that participates in at least 1 activity

from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 7:** Participation reports

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Middle School Counselors and Teachers come to Sanchez Ochoa Elementary and give presentations to all 5th Grade students. During these presentations students become aware on the many extra curricular activities, clubs, and other services available to them in the middle school.		Teachers and Counselors from both Elementary and middle schools.	Students become aware of the different activities available to them.				
2) College and Career Day will allow students to learn about college, universities and careers.		Administration, Counselor, CIS	College and Career Day Agenda, Sessions, Pictures, Visitor's Sign In Sheets				
							


**Goal 2:** Sanchez Ochoa Elementary provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 8:** Sanchez Ochoa Elementary will improve the services provided to address bullying and violence prevention.

Campus will decrease the incidents of bullying from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 8:** Counseling Reports  
Discipline Report (425)

**Summative Evaluation 8:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Create and implement a discipline system campus wide using the assertive discipline model.		Administration, Counselor, Instructional Specialist, Support Staff, Campus Security, Teachers	walk through, discipline results, parent-teacher-student contract -be consistent and carryout consequences, parent shadowing must be enforced throughout the entire day				
							

**Goal 2:** Sanchez Ochoa Elementary provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 9:** Sanchez Ochoa Elementary will support students as they transition from Elementary to Middle School (5th-6th), Middle to High School (8th-9th) and High School to Post Secondary by increasing transition activities from \_\_\_ to \_\_\_\_.

**Evaluation Data Source(s) 9:** Counseling Reports  
CIA Agendas

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Middle School Counselors and Teachers come to Sanchez Ochoa Elementary and give presentations to all 5th Grade students. During these presentations students become aware on the many extra curricular activities, clubs, and other services available to them in the middle school.		Teachers and Counselors from both Elementary and middle schools.	Students become aware of the different activities available to them.				
							

### Goal 3: Sanchez Ochoa Elementary develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives

**Performance Objective 1:** Sanchez Ochoa Elementary will provide clear and concise information regarding policy, administrative guidelines, achievement, activities and pertinent issues from administration to school, home, and community.

Increase number of parents and community members participating in Site-Based Decision Making committees from \_\_\_\_ to \_\_\_\_.







Increase the number of parents/community members that attend informative meetings including Town Hall Meetings from \_\_\_\_ to \_\_\_\_.

Increase the number of positive social media postings by a minimum of 3%.

**Evaluation Data Source(s) 1:** Parent Sign-in Rosters; Lists of parents involved in Campus Clubs and sports, Lists of Parent Volunteers

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) PK 3/PK 4 Parent Orientation Sessions (1 per semester)		Parental Involvement Liaison	Sign-in sheets, children receive books every class session, parents receive receipts for healthy meals, and end of session graduation. -backpacks -certificates -books -\$25 gift card from HEB				
2) Parents are invited to attend PAC - the Parent Advisory Council and SHAC : Student Health Advisory Council meetings on a monthly basis at the Civic Center District Wide.		Parent Involvement Liaison	Sign In Sheets, Certificates				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 3:** Sanchez Ochoa Elementary develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives

**Performance Objective 2:** Sanchez Ochoa Elementary will increase the number of parent volunteers and participation in community partnerships to maximize the intellectual growth and academic achievement of students.

Parent volunteers will increase from \_\_\_\_\_ to \_\_\_\_\_

Volunteer Hours will increase from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 2:** Volunteer Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) La Chancla, El Kleenex, Mi Papi & Mi Mami, and La Toualla are sessions Sanchez-Ochoa will offer to parents to help them with parenting skills.		Parent Involvement Liaison	Sign in Sheets, certificates, snacks & door prizes				




**Goal 4: Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.**

**Performance Objective 1:** Sanchez Ochoa Elementary will promote a positive organizational culture that values customer service and every employee through professional development and employee appreciation activities throughout the year to include:

- a) 100 % of district personnel (Campus and Department) will receive required trainings and staff development.
- b) LISD District and Campuses will increase the number of employee appreciation activities from \_\_\_\_\_ to \_\_\_\_\_.

**Evaluation Data Source(s) 1:** Sign-In Sheets, Certificates

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Trainings on improving communication in an educational setting will be scheduled during Monday Faculty meetings and/or collaborative planning sessions. (Videos, Articles, Books)		Administration					
2) Provide funds for operating expenditures, including maintenance and repairs.		Administration	Reduce /maintain operating costs				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 6107.00, 199 - General Fund: Operating (PIC 99) - 176637.00, 180 - E-Rate Fund - 11288.00							
							

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 2:** Sanchez Ochoa Elementary will develop organizational structures that effectively respond to and efficiently support the implementation of all state, federal and district performance mandates, operations and initiatives, as reviewed annually by District Level Administration.

Maintain the number of PEG campuses at 0.

Maintain the number of IR Campuses at Zero (0)

Maintain the number of Targeted (Focus) campuses at Zero (0).

Decrease the number of Additional Targeted Support campuses from 5 to 3.

Maintain the number of Comprehensive Support (Priority) campuses at Zero (0).

Maintain or Improve staging on PBMAS from 1 to 0 in Bilingual, CTE, SpEd, and ESSA.

**Evaluation Data Source(s) 2:** TAPR Reports  
PBMA Reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Provide and monitor instructional resources and instructional practices needed to meet the needs for all subgroups.		Principal, Vice Principal, Teachers, Support Staff, Budget Clerk	Purchase orders, teacher surveys, walk-through, Teachers and Staff Evaluations, evidence of implementation of Staff Development, data analysis/data binder Pre and Post: Learning.com, Istation, and Think Through Math Testing				
2) Data will be analyzed and state formula will be used to calculate and monitor Index 1 progress after CBA and Benchmark administration.		Administration Teachers	CBA Data Benchmark Data STAAR Data				
3) Accountability Trainings will be provided regularly to inform staff of required expectations/standards.		Administration Teachers	Staff Development Sign Ins Agendas				
4) Accountability Trainings will be provided regularly to inform staff of required expectations/standards.		Administration Teachers	Staff Development Sign Ins Agendas				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 3:** Sanchez Ochoa Elementary will develop, maintain and communicate comprehensive organizational process that nurture administrative and teacher leadership competencies, the selection of highly qualified personnel, and the effective, efficient operation of all district/Campus level departments.

Increase Teacher Retention Rate  
from \_\_\_\_\_ to \_\_\_\_\_


Increase the % of Teacher scoring an Proficient in all domains on T-TESS  
from \_\_\_\_\_ to \_\_\_\_\_.

Increase the % of Campus Leaders scoring proficient in all areas of T-PESS  
from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 3:** T-TESS Reports  
T-PESS Reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Provide Staff Development Refreshers on T-TESS Rubric.		Administration	T-TESS Results				
2) Staffing committee will ensure that all recommended applicants be highly qualified and meet certification requirements.		Principal, Vice Principal, Staffing Committee	Teacher and Staff Certification reports, Interview sign-in sheets				
3) An effective mentoring program will be implemented and monitored on a six weeks basis.		Principal Asst. Principal Instructional Specialist	Teachers will help new in-coming mentors achieve success in the area of Education.				
4) Second year teachers will be assigned a "buddy" for support during their second year.		Teachers Instructional Specialist Administration					

5) Instructional specialist will meet with mentor teachers and assist 1st and 2nd grade teachers and/or teachers in need of support.		Teachers Instructional Specialist Administration	Teachers will help new in-coming mentors achieve success in the area of Education				
							

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 4:** Sanchez Ochoa Elementary will generate, leverage, and strategically utilize all resources through sound, fiscally responsible practices in support of positive student and employee performance outcomes.

Sanchez Ochoa Elementary will maintain FIRST Rating.

100% of campus expenditures are aligned to the Comprehensive Needs Assessment and the Campus Improvement Plan.

100% of Campuses and Departments will follow internal Administrative Regulations to acquire goods and services including Fundraising.

Reduce the percent of campuses and departments that are in non-compliance with CH (Local) Policy.

**Evaluation Data Source(s) 4:** Budget Reports  
Corrective Action Plans

**Summative Evaluation 4:**

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 5:** Sanchez Ochoa Elementary will implement a system of internal controls to provide reasonable assurance that the District meets its objectives.


The district will maintain an Unmodified Opinion in the Annual Financial Report.(District )

100% of Campuses and Departments will follow internal Administrative Regulations to acquire goods and services including Fundraising.

**Evaluation Data Source(s) 5:** Audit Report  
Comprehensive Annual Financial Report (CAFR)

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug

1) Implement and Monitor an effective system of internal control.		Administration Budget Clerk Teachers/Professional staff	Checks and Balances				
							

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 6:** Sanchez Ochoa Elementary will maintain a safe, secure and healthy learning and working environment for all students and employees.

The number of workman's compensation claims will decrease from 2 to 1.

The number of employees that participate in district health and wellness initiatives will increase from \_\_\_\_\_ to \_\_\_\_\_.


Increase the number of students getting the flu shot from 188 to 250.

**Evaluation Data Source(s) 6:** Workman's Compensation Reports

Blue Cross/Blue Shield Data

Flu Report

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Safety meeting will be conducted on a monthly basis.		Administration	Workman's Compensation Reports Blue Cross/Blue Shield Data Flu Report				
2) Wellness plan will be created and implemented.		Administration Staff/CEIC/Nurse	Attendance Reports Decrease in absences				
3) Increase the number of students receiving the flu shot by promoting it through a variety of communication channels.		Administration Nurse Parent Liaison CIS	Student attendance Decrease absences				
							



**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 7:** Sanchez Ochoa Elementary will maintain a safe and secure environment by increasing response time and completion of all work orders.

The number of work orders will decrease from \_\_\_\_ to \_\_\_\_

**Evaluation Data Source(s) 7:** Work Order System reports

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Identify, create and implement preventive measures to decrease number of work orders of damaged items.		Administration Head Custodian	Decrease Work Orders				

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 8:** Develop and maintain a staffing plan that utilizes data drive decision making to balance available budgetary resources with best practices and district needs.

Decrease the number of Class Size Ratio Waivers submitted to the Texas Education Agency from \_\_\_\_ to \_\_\_\_.

**Evaluation Data Source(s) 8:** Master Schedule, Staffing Reports, Waiver Requests

**Summative Evaluation 8:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Budget committee will meet with Human Resources staff once a year.		Administration Budget Committee					

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 9:** Sanchez Ochoa Elementary schools will not have 1 or more student groups that fail to meet performance standards for three consecutive years.

**Evaluation Data Source(s) 9:** STAAR Data

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Campus will monitor CBA and Benchmark Results and analyze data by subgroups.		Administration Teachers Instructional Specialist	STAAR Subgroups will meet expectations				
							

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 10:** Sanchez Ochoa Elementary will develop and implement a customer service training program to promote a supportive and service driven culture for all campus and department support staff employees.

100% of all campus and department support staff employees will receive training annually.

**Evaluation Data Source(s) 10:** Customer Service Training Sign-In Sheets

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Provide Effective Communication training.		Administration Teachers Staff	Improve customer service				

**Goal 4:** Laredo ISD establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 11:** Sanchez Ochoa will promote an increase in teachers meeting expectations on certification attempts.

Number of teachers participating in review sessions will increase from \_\_\_\_ to \_\_\_\_

The teacher passing rate on certification attempts will increase from \_\_\_\_\_ to \_\_\_\_\_.

**Evaluation Data Source(s) 11:** Certification Reports

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Campus will communicate and support teachers who are pending certification.							

## Comprehensive Support Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	1	3	Students will participate in Reading, Math, Science Carnivals and will focus on Reading Category 2 and 3 (Literary and Informational Texts).
1	1	4	Provide prescriptive student intervention for Math, Reading, Writing, and Science through to improve student achievement.
1	1	5	Tutors will provide intervention for at-risk students.
1	1	7	Recognize students for participating in extra-curricular activities and/or for academic performance using (Awards Ceremonies/Trophies, Medals, Ribbons, Certificates, stickers) and PE Class of the Week Trophy & T.V. Monitor for academic and perfect attendance students.

# State Compensatory

## Budget for Tomas Sanchez/Hermelinda Ochoa Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
19911611900125930000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1.00
19911611900125934000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$190,903.00
19911611920125930000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$30,000.00
19931611900125930000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$40,702.00
19912612900125930000	6129 Salaries or Wages for Support Personnel	\$24,630.00
19932612900125930000	6129 Salaries or Wages for Support Personnel	\$5,762.00
19911612900125930000	6129 Salaries or Wages for Support Personnel	\$44,785.00
19911612900125934000	6129 Salaries or Wages for Support Personnel	\$17,857.00
19911614100125930000	6141 Social Security/Medicare	\$649.00
19911614100125934000	6141 Social Security/Medicare	\$3,029.00
19912614100125930000	6141 Social Security/Medicare	\$357.00
19932614100125930000	6141 Social Security/Medicare	\$84.00
19911614200125930000	6142 Group Health and Life Insurance	\$8,574.00
19911614200125934000	6142 Group Health and Life Insurance	\$19,030.00
19912614200125930000	6142 Group Health and Life Insurance	\$4,287.00
19931614200125930000	6142 Group Health and Life Insurance	\$2,144.00
19932614200125930000	6142 Group Health and Life Insurance	\$765.00
19912614300125930000	6143 Workers' Compensation	\$86.00
19931614300125930000	6143 Workers' Compensation	\$142.00
19932614300125930000	6143 Workers' Compensation	\$5.00
19911614300125930000	6143 Workers' Compensation	\$156.00

19911614300125934000	6143 Workers' Compensation	\$725.00
19911614500125930000	6145 Unemployment Compensation	\$15.00
19911614500125934000	6145 Unemployment Compensation	\$67.00
19911614600125934000	6145 Unemployment Compensation	\$7,677.00
19912614500125930000	6145 Unemployment Compensation	\$8.00
19931614500125930000	6145 Unemployment Compensation	\$13.00
19932614500125930000	6145 Unemployment Compensation	\$2.00
19911614600125930000	6146 Teacher Retirement/TRS Care	\$1,008.00
19912614600125930000	6146 Teacher Retirement/TRS Care	\$554.00
19931614600125930000	6146 Teacher Retirement/TRS Care	\$1,752.00
19932614600125930000	6146 Teacher Retirement/TRS Care	\$129.00
<b>6100 Subtotal:</b>		<b>\$405,898.00</b>
<b>6200 Professional and Contracted Services</b>		
21113623900125930000	6239 ESC Services	\$2,233.00
21123623900125930000	6239 ESC Services	\$500.00
21111624900125930000	6249 Contracted Maintenance & Repair	\$1,900.00
<b>6200 Subtotal:</b>		<b>\$4,633.00</b>
<b>6300 Supplies and Services</b>		
19912632920125930000	6329 Reading Materials	\$5,000.00
19911639900125930000	6399 General Supplies	\$83,422.00
21111639999125930000	6399 General Supplies	\$2,500.00
<b>6300 Subtotal:</b>		<b>\$90,922.00</b>
<b>6400 Other Operating Costs</b>		
21113641100125930000	6411 Employee Travel	\$1,500.00
21131641100125930000	6411 Employee Travel	\$250.00



21112649500125930000	6495 Membership Fees	\$40.00
19932649900125930CIS	6499 Miscellaneous Operating Costs	\$18,000.00
<b>6400 Subtotal:</b>		<b>\$19,790.00</b>

**Personnel for Tomas Sanchez/Hermelinda Ochoa Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Araceli Cornejo	PK 4 Teacher	State Compensatory	0.5
Belinda Garza	Computer Lab Manager	State Compensatory	1.0
Christina Lopez	PK 3 Teacher	State Compensatory	0.5
Cristela Palacios	Teacher Aide	State Compensatory	1.0
Cristina Martinez	PK 4 Teacher	State Compensatory	0.5
Gabriela Regalado	PK 3 Teacher	State Compensatory	0.5
Guadalupe Talamantes	Librarian Assistant	State Compensatory	1.0
Kimberly Pierce	Science Lab Manager	State Compensatory	1.0
Leticia Espinosa	PK 4 Teacher	State Compensatory	0.5
Maria Trevino	Teacher Aide	State Compensatory	1.0
Sandra Mendez	Counselor	State Compensatory	1.0
Sarai Alvarez	PK 3 Teacher	State Compensatory	0.5
Yvonne Parra	PK 4 Teacher	State Compensatory	0.5

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

A committee of administrators, teachers, parents, and community representatives was organized to plan the needs assessment. The team organized and reviewed data, trends, and areas of improvement for our campus. Data analyzed came from STAAR, TPRI, Rigby, CPALLs, attendance, PEIMS reports, etc. The four multiple measures were addressed: demographics, student achievement, processes and perceptions. Strengths and weaknesses were identified to begin the planning process.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

A committee of administrators, teachers, parent, and business representative was convened to develop the CIP. The CIP was developed after analyzing the data and performance objectives were developed with SMART strategies to address the needs of the campus. The needs also focused on the students at-risk of not meeting state standard.

### **2.2: Regular monitoring and revision**

The plan is revised and monitored in November, March, and June. During these formative reviews, the plan is adjusted and changes are made as needed.

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

The CiP plan is available to all parents and community via school website, hard copies, and online.

### **2.4: Opportunities for all children to meet State standards**

We utilize a rigorous curriculum that enhances learning for all student and focuses on monitoring throughout the year. The curriculum is adjusted and monitored throughout the process to ensure learning by constantly analyzing data.

### **2.5: Increased learning time and well-rounded education**

We provide tutorials after school and on certain Saturdays to increase learning. We also provide educational field trips to enhance learning.

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

We provide tutors and increase learning time to students at-risk of failing. Students are monitored throughout the year and are provided accelerated instruction to prevent them from failing. Any student failing is provided interventions through our RTi process.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

School convened a parent advisory council to develop the teacher, student parent compact and schools parent engagement policy, guidelines and procedures to involve more parents.

#### **3.2: Offer flexible number of parent involvement meetings**

Our school provides flexible meeting to work around their time and schedules.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Betance	CEI Lab Manager	Title I	1.0
Maria Guerrero	Campus Technology Trainer	Title I	1.0
Maria Martinez	Bilingual Strategist	Title I	1.0
Maria Ramon	Parental Involvement Liaison	Title I	1.0
Maria Ramos	Health Assistant	Title 1	1.0
Rene Meza	Instructional Specialist	Title I	1.0

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Elba Contreras	Principal
Administrator	Maria Luisa	Asst. Principal
Instructional Specialist	Rene Meza	Instructional Specialist
Classroom Teacher	Leticia Espinosa	PK
Classroom Teacher	Sandra Moncivais	1st
Classroom Teacher	Sandra Vargas	2nd
Classroom Teacher	Rhonda Guerra	4th
Classroom Teacher	Ana Espinoza	3rd
Classroom Teacher	Gabriela Hernandez	5th
Non-classroom Professional	Sandra Mendez	Counselor
Classroom Teacher	Laura Garza	SPED/Resource Teacher
Parent	Brenda Gonzalez	Parent
Community Representative	Wesley Paredes	Parent

## Curriculum, Instruction and Assessment Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Gloria Palau	5th grade
Administrator	Marsha Martinez	Assistant Principal
Instructional Specialist	Maggie Taboada	
Classroom Teacher	Christina Castro	Kinder
Classroom Teacher	Rachel Gomez	4th grade
Classroom Teacher	Priscilla Salazar	3rd grade, Chair C & I
Classroom Teacher	Sandra Vargas	2nd grade
Classroom Teacher	Sandra Moncivais	1st grade
Classroom Teacher	Araceli Cornejo	PK
Counselor	Terri Sanchez	Counselor
Administrator	Rosalba Martinez	Principal
Non-classroom Professional	Ana Teresa Garcia	Librarian

## Campus Funding Summary

<b>180 - E-Rate Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Contracted Maint. & Repair	180-81-6249-00-125-9-99-E14	\$1,210.00
1	1	2	General Supplies - Computer Equipment	180-81-6399-00-125-9-99-E14	\$3,548.00
1	1	2	Computer Equipment (Under \$5,000)	180-81-6645-00-125-9-99-E14	\$11,899.00
4	1	2	Building Improvement & Wiring	180-81-6626-00-125-9-99-E14	\$11,288.00
<b>Sub-Total</b>					<b>\$27,945.00</b>
<b>199 - General Fund: Basic Instruction (PIC 11)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Payroll Costs	199-11	\$2,275,278.00
1	1	2	Instructional General Supplies - Alexandria LIC	199-12-6249-00-125-9-11-LIC	\$840.00
1	1	2	Instructional Resources	199-11-6399-00-125-9-11-000	\$2,561.00
1	1	2	Dues - Music	199-13-6495-00-125-11-000	\$50.00
1	1	2	Teachers Instructional Allocations	199-11-6399-99-125-8-11-INS	\$8,601.00
1	1	2	LIB. BK. READ. MAT. (Fixed Allocation)	199-12-6329-20-125-8-11-000	\$1,482.00
1	1	6	Student Incentives	199-11-6499-44-125-9-11-000	\$12,000.00
1	1	8	Transportation - Educational Field Trips	199-11-6494-00-125-9-11-000	\$6,000.00
1	1	16	GT Training	199-13-6239-00-125-9-1-000	\$400.00
1	2	1	Teachers Trainings	199-13-6411-00-125-9-11-000	\$1,200.00
4	1	2	Copier Rentals	199-11-6264-00-125-9-11-000	\$6,107.00
<b>Sub-Total</b>					<b>\$2,314,519.00</b>
<b>199 - General Fund: Operating (PIC 99)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Payroll Costs	199-99	\$594,834.00
1	1	2	Spelling Bee	199-36-6499-00-125-9-99-000	\$166.00
1	1	7	UIL/Chess/Cheerleader/Sports	199-36-6499-44-125-9-99-000	\$600.00



1	1	8	Transportation - Non Instructional Field Trips	199-36-6494-00-125-9-99-000	\$800.00
1	1	8	Registration Fees	199-36-6412-00-125-9-99-000	\$3,000.00
2	1	2	Safety Supplies	199-52-6399-00-125-9-99-000	\$1,000.00
4	1	2	Jan. Dust/Wet Mop Serv.	199-51-6249-99-125-9-99-000	\$1,208.00
4	1	2	Water & Sewage	199-51-6255-00-125-9-99-000	\$13,791.00
4	1	2	Sanitation Service	199-51-6255-01-125-9-99-000	\$4,201.00
4	1	2	Electricity	199-51-6259-00-125-9-99-000	\$141,219.00
4	1	2	Dust/Wet Mop Supplies	199-51-6317-90-125-9-99-000	\$67.00
4	1	2	Janitorial Supplies	199-51-6317-99-125-9-99-000	\$16,151.00
<b>Sub-Total</b>					<b>\$777,037.00</b>

**199 - General Fund: Special Education (PIC 23)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Resources for SpEd Students	199-11-6399-00-125-9-23-000	\$108.00
1	1	2	Payroll Costs - SPED Support Staff	199-23	\$388,717.00
<b>Sub-Total</b>					<b>\$388,825.00</b>

**199 - General Fund: Bilingual (PIC 25)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll Costs - Bilingual	199-25	\$101,600.00
1	1	2	Testing Material	199-11-6339-00-125-9-25-000	\$2,000.00
1	1	2	Instructional General Supplies	199-11-6399-00-125-9-25-000	\$12,667.00
1	1	2	Library books	199-12-6329-00-125-9-25-000	\$1,000.00
1	1	5	Payroll costs - Tutors	199-11-6129-00-125-9-25-TUT	\$30,000.00
<b>Sub-Total</b>					<b>\$147,267.00</b>

**199 - General Fund: GT (PIC 21)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Resources for GT Students	199-11-6399-00-125-9-21-000	\$104.00
1	1	2	Payroll Costs - GT	199-21	\$56,973.00
<b>Sub-Total</b>					<b>\$57,077.00</b>

<b>199 - General Fund: Operating Variable (PIC 99)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	General Supplies-Office/Administration	199-23-6399-00-125-9-99-000	\$2,300.00
<b>Sub-Total</b>					\$2,300.00
<b>199 - General Fund: Bilingual Pre K (PIC 35)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Payroll Costs - Teachers	199-35	\$6,351.00
1	1	2	Instructional General Supplies	199-11-6399-00-125-9-35-000	\$2,800.00
<b>Sub-Total</b>					\$9,151.00
<b>199 - General Fund: Basic Instruction PreK (PIC 32)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Payroll Costs - Teachers		\$254,219.00
<b>Sub-Total</b>					\$254,219.00
<b>199 - General Fund: SCE Pre K (PIC 34)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Payroll Costs - Teachers	199-34	\$239,288.00
<b>Sub-Total</b>					\$239,288.00
<b>199 - General Fund: SCE (PIC 30)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Instructional General Supplies	199-11-6399-00-125-9-30-000	\$92,447.00
1	1	2	Payroll Costs - Counselor, Comp./Science Lab Managers, Library Asst.	199-30	\$136,610.00
1	1	14	Library Books/E-Books	199-12-6329-20-125-9-30-000	\$5,000.00
1	5	2	AFT School & Saturday Tutorials		\$30,000.00
2	2	3	Communities In School	199-32-6499-00-125-9-30-CIS	\$18,000.00
<b>Sub-Total</b>					\$282,057.00
<b>211 - ESEA Title I: Improving Basic Program</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>

1	1	1	All In Learning Cloud Subscription		\$1,900.00
1	1	2	Toners Supplies	211-11-6399-99-125-9-30-000	\$2,500.00
1	1	2	TCEA Membership	211-12-6495-00-125-9-30-000	\$40.00
1	1	2	Payroll Costs	211-30	\$212,364.00
1	1	17	Teachers Trainings	211-13-6239-00-125-9-30-000	\$2,233.00
1	2	1	Librarian Training	211-13-6411-00-125-9-30-000	\$1,500.00
1	2	1	Administration Conferences	211-23-6239-00-125-9-30-000	\$500.00
2	6	1	Counselor Conferences	211-31-6411-00-125-9-30-000	\$250.00
<b>Sub-Total</b>					\$221,287.00
<b>224 - IDEA - Part B: Formula Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Payroll Costs	224-23	\$163,521.00
<b>Sub-Total</b>					\$163,521.00
<b>255 - ESEA II, A Training &amp; Recruiting</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Payroll Costs	255-30	\$1.00
<b>Sub-Total</b>					\$1.00
<b>263 - LEP Bilingual Program Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Payroll Costs	263-25	\$11,002.00
<b>Sub-Total</b>					\$11,002.00
<b>435 - SSA Regional Day School - Deaf</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	Payroll Costs	435-23	\$2,014.00
<b>Sub-Total</b>					\$2,014.00
<b>Grand Total</b>					\$4,897,510.00