

Laredo Independent School District
Tomas Sanchez/Hermelinda Ochoa Elementary School
2017-2018 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

- 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: Decrease in enrollment for 2017-2018 and 2018-2019 **Root Cause:** Housing Project will be closed for 2 years

Student Achievement

Student Achievement Summary

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 Achievement Strengths

Interventions that are in place:

- Tutors in all grade levels
- 6hr. update by G/T teachers
- Class size reduction 22/1
- Data Driven Instruction
- Small group instruction Reading small groups
- peer tutoring
- Tutorials 1st-5th Grade
- Formative Assessments
- Think-Pair Share
- Dry erase boards
- Ticket out the door
- Exit slips
- Centers

- Lexia, Head Sprout, Mini iPads, ABC Mouse.com for Pre K 3/4
- RTI
- Rigby
- Running records
- Hand gestures
- 4 corners
- Thumbs Up/ Thumb down
- intervention time
- Admin help with funding
- Out of town 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
- Dr. Seuss week
- Training with Reading Deans during school year
- DMAC Benchmarks
- ISTATION
- A.R.
- Math software compadable with Mimio's

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Writing Scores do not meet state standards **Root Cause:** Writing System/Protocol needs to be modified for PK-5th Grade

School Culture and Climate

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.

School Culture and Climate Strengths

- CHAMPS
- Parent Volunteers
- Ribbon day every six weeks was not implemented
- 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
- Student ID for students in Prek 3/4
- 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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Building Relationships is an area that needs improvement **Root Cause:** Lack of communication between parents, teachers and students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

Staff Quality, Recruitment, and Retention Strengths

Teacher Collaboration no help during tutorials in 5th grade

Ability to get along with everyone not visible

T-TESS evaluations

Administration-Peer Support psitive feedback and support

Grant funding

Every end of the Six Weeks teacher 3-5 sit to plan an afternoon for each six weeks

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Lack of Quality Mentorship Program **Root Cause:** Lack of time

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

Intervention time

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: High percentage of student retention in 1st and 2nd grade **Root Cause:** Lack of effective progress monitoring throughout the six weeks period

Family and Community Involvement

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.

Family and Community Involvement Strengths

- 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
- community speakers

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Low number of active parent volunteers **Root Cause:** Recruitment process by Parent Liaison

School Context and Organization

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
- Master schedule for each grade level

School Context and Organization Strengths

Structured Data Sessions

PK3-5th Accountability

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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: RTI progress monitor and feedback (lower grades) **Root Cause:** RTI System Guidelines/Training

Technology

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.

Technology Strengths

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

Problem Statements Identifying Technology Needs

Problem Statement 1: Evaluation of Campus Technology Program Effectiveness **Root Cause:** Lack of evaluation/planning sessions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Goals

Goal 1: Sanchez Ochoa will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 1: Sanchez Ochoa Elementary will provide research-based programs and best practices that support the implementation of curriculum and instruction to increase student achievement.






Evaluation Data Source(s) 1: The campus will increase student achievement in Reading from 72% to 80%, Writing from 60% to 75%, Math from 81% to 87% and Science from 78% to 85% as per TEA Texas Accountability Performance Report.






Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</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 TTM Math. HeadSprout (PK) Lexia (Special Populations)</p>	2	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) - \$2,221,207.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide and monitor instructional resources and instructional practices needed to meet the needs for all subgroups.</p>	2, 3	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) - \$21,063.00, 199 - General Fund: GT (PIC 21) - \$54,613.00, 199 - General Fund: Special Education (PIC 23) - \$381,998.00, 199 - General Fund: Operating (PIC 99) - \$582,929.00, 199 - General Fund: SCE (PIC 30) - \$206,805.00, 199 - General Fund: Bilingual (PIC 25) - \$101,676.00, 199 - General Fund: Basic Instruction PreK (PIC 32 - \$211,491.00, 199 - General Fund: SCE Pre K (PIC 34) - \$251,557.00, 199 - General Fund: Bilingual Pre K (PIC 35) - \$28,209.00, 211 - ESEA Title I: Improving Basic Program - \$2,500.00, 224 - IDEA - Part B: Formula Fund - \$124,955.00, 255 - ESEA II, A Training & Recruiting - \$4,204.00, 263 - LEP Bilingual Program Fund - \$10,731.00, 435 - SSA Regional Day School - Deaf - \$1,961.00, 482 - Dr. Hochman Grant Fund - \$0.00							

System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 3) Students will participate in Reading Carnivals and will focus on Reading Category 2 and 3 (Literary and Informational Texts).	2	Administration, Instructional Specialist, Teachers, Science Lab Manager, Support Staff, Librarian, Music Teacher, Coaches	Carnival Lesson Plans, Pictures, Student Journals				
System Safeguard Strategy Critical Success Factors CSF 1 4) Provide student intervention for Math, Reading, Writing, and Science through to improve student achievement.	9	Principal, Vice Principal, Teachers, Support Staff	Classroom Observations Benchmarks CBAs Failure Reports				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 5) Tutors will provide intervention for at-risk students.	9	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) - \$30,000.00							
System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 6 6) Provide incentives to promote student attendance. Popcorn Party Every Six Weeks Celebration for perfect attendance for top 5 attendance classrooms.	1	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) - \$10,000.00							
7) Provide incentives to promote positive behavior by implementing the Caught Being Good Program with consistency.	1	Administration Teachers Staff	Decrease in discipline referrals				
8) 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.	1	Administration Teachers Counselor	Ceremonies Agendas Assessment Results				
Funding Sources: 199 - General Fund: Operating (PIC 99) - \$400.00							
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 9) Provide educational opportunities for students through field trips.	1, 2	Administration Teachers.	Report Cards Progress Reports Assessments Parent Conferences				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$6,000.00, 199 - General Fund: Operating (PIC 99) - \$800.00							

<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 4</p> <p>10) Present Science Academic Vocabulary Words with visuals or demonstrations during our morning announcements (V-Brick).</p>	2	Administration, Instructional Specialist, Science Lab Manager, Computer Lab Manager	Videos, Weekly Lesson/Vocabulary Demonstration Plans,				
11) Students in PreK3-2nd will practice handwriting/penmanship skills using Handwriting Without Tears workbook.	1, 2	Administration. Instructional Specialist, Teachers	language arts lesson plan, journal applications for IPADS (itrace, writing wizard)				
<p>System Safeguard Strategy</p> <p>12) 50% of the school will implement 1:1 Technology Initiative</p>	2, 9	Administration Technology Trainer	Assessments				
13) Students will participate in Reading/Writing Carnivals and will address Category 1- Composition Writing by making real world connections.	1, 2	Instructional Specialist	Carnival Lesson Plans, Pictures, Student Journals				
14) Implementation of formative assessment strategies will be monitored through learning walks and walk-throughs.	2, 3	Administration Instructional Specialist	CBA, Benchmark Data Walk-throughs				
15) Data will be analyzed and state formula will be used to calculate and monitor Index 1 progress after CBA and Benchmark administration.	1	Administration Teachers	CBA Data Benchmark Data STAAR Data				
16) 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).	1, 10	Administration Librarian	Library Inventory Assessment				
Funding Sources: 199 - General Fund: SCE (PIC 30) - \$2,666.00							
17) Campus tech expo will be showcased at the campus level for all 3rd-5th grade students.	2, 6	3rd-5th Grade Lead Teachers and Technology Trainer	Annual tech expo showcase for parents will be presented by students				
18) 5th Grade students will be pre and post assessed on technology application skills using Learning.com.	2	5th grade teachers and technology trainer.	Students will use learning.com prescriptive lessons that will target assessment. Goal is to meet 80% at posttest.				
19) Teachers will provide GT curriculum to service GT students using Prufrock lessons.	2, 10	Kinder-5th grader teachers and counselor.	Six weeks report given to counselor of lessons taught and campus end of year GT showcase presentations.				
20) GT students will create a GT Project and will present during our GT Exposition before the end of the year.	2, 6	Counselor Technology Trainer Administration	Products Parent Sign In Sheet/GT Expo				

System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 21) Writing teachers will attend professional development sessions to improve student achievement.	1, 2, 4	Teachers	Increase writing scores				
Critical Success Factors CSF 1 CSF 2 CSF 3 22) Intervention will be provided to students on a daily basis. (Intervention block)	1, 2	Administration	Increase student performance				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 23) Teachers will receive training on The Fundamental Five.	2, 4	Administration	Observations Data				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 24) The Fundamental Five Campus Plan will be created and evaluated throughout the year. (Learning Walks, walk-throughs, training)		Administration Teachers Leadership team					
25) 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				

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










Goal 1: Sanchez Ochoa will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 2: Sanchez Ochoa will prepare students for Post-Secondary Education/Career Readiness by increasing the number of students performing at Meets Expectations Level.

Evaluation Data Source(s) 2: Reading from 35% to 50%, Math from 32%-50%, Writing from 28% to 50%, and Science from 40% to 50%

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Teachers will receive training on planning lessons using the Rigor and Relevance Framework and will participate in a Rigor, Relevance and Relationships (RRR) PLC.</p>	3, 4	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: 211 - ESEA Title I: Improving Basic Program - \$6,111.00							
2) Implementation of formative assessment strategies will be monitored through learning walks and walk-throughs.	1, 2, 3, 8	Administration Instructional Specialist	CBAs Data Benchmark Walk-throughs				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers and administrators will analyze data and create action plans to target areas of need after CBA and Benchmark administration.</p>	1, 2, 8, 9	Administration Instructional Specialist	Assessment Data Walk Throughs				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) College and Career Day will allow students to learn about college, universities and careers.</p>	1, 2	Administration, Counselor, CIS	College and Career Day Agenda, Sessions, Pictures, Visitor's Sign In Sheets				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Every classroom will adopt a name of a university and hang college/university flags and/or banner outside your classroom.</p>	1	Administration, Grade Level Leaders	End of the Year School Surveys Pictures Sanchez-Ochoa Alumni Parade w/cap and gowns Early College Student Visits College/University Field Trips (in town all 5th grade students LCC/TAMIU)				

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>6) National Honor Society and high achieving students will provide other students opportunities to be college ready and further strengthen their scholarship, service, leadership, and character.</p>	6, 10	Administration, Counselor	<p>NHS Documentation, Meetings Sign In Sheets, Presentations Sign In Sheets, Rosters, EOY Ceremony Agenda</p> <p>-CSC club w/PK sponser</p> <p>-National Honor Society upper grade students should be more involved with lower grades (use as motivating peers).</p>				
<p>7) Use CNN Students News during breakfast and monitor comprehension. Teachers may also use News-O-Matic to expose students to informational text.</p>	2, 10		<p>-Reflective Journals (written/oral) Depending on grade level</p> <p>Brain Pop (for Social Studies)</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Intervention will be provided to students on a daily basis. (Intervention block)</p>	1	Administration	Increase student performance				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Sanchez Ochoa will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 3: Sanchez Ochoa will prepare students for Post-Secondary Education/Career Readiness by increasing the number of students performing at Masters Level.

Evaluation Data Source(s) 3: Reading from 17% to 25%, Math from 16% to 25%, Writing from 6% to 25%, and Science from 18% to 25%.

Summative Evaluation 3:










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
Critical Success Factors CSF 1 CSF 7 1) The Fundamental Five practices will be implemented.	1, 4	Teachers Administration	Increase assessment results				
Critical Success Factors CSF 1 2) Intervention will be provided to students on a daily basis. (Intervention block)	1, 8	Administration	Increase student achievement				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Sanchez Ochoa will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 4: Sanchez Ochoa Elementary will provide research-based programs and focused planning that support the implementation of curriculum and instruction to increase on grade level readers in Kinder-2nd grade.

Evaluation Data Source(s) 4: The campus will increase on Rigby Reading level readers in Kinder from 77% to 90%, first grade from 50% to 90% and second grade from 65% to 90%.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teachers will plan and differentiate instruction on a weekly basis to provide reading intervention and will submit small group intervention mats for all subgroups.</p>	1, 2, 4	Administration, Instructional Specialist	Weekly Collaborative Planning Sign In Sheets Lesson Plans Walk-throughs Six Weeks Rigby Results				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Participate in research based practices and utilize the curriculum in all content areas through technology programs and software such as LEXIA Reading, Istation Reading and Headsprout Intervention Lab to support all subgroups. (ELL, GT, SPED, At Risk)</p>	2, 9	Administration, Instructional Specialist	Schedule of Programs, Sign In Sheets, Data Analysis Documentation, Program Reports, Walkthroughs, TAPR, TRRI, RIGBY, CPALLS, PK3 SKILLS AND CONCEPTS results -Lower Grades all students use Lexia faithfully -Upper Grades 3 licences/teacher for Tier 3 students				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will analyze data in a regular basis to be able to adjust instruction throughout the year.</p>	2, 4, 8	Administration, Instructional Specialist, Teachers	Data Binder, Reading Intevention (small group) Plans/Mats, Administration-Teacher Data Analysis Conferences, Collaborative Planning Sessions Sign In Sheets				
<p>4) Junior achievement will provide lessons to all grade levels addressing financial literacy.</p>	10						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Sanchez Ochoa will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 5: Sanchez Ochoa will provide a process for instructional intervention to ensure that all student support programs specific to student sub groups are fully implemented to receive high quality individualized instruction.

Evaluation Data Source(s) 5: 100% of teachers will review and refer students in need of intervention on a six weeks basis.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 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.	9	Principal, Vice Principal, Teachers, Counselor, Instructional Specialist	SSI/RTI documentation, Progress Monitoring, DMAC reports, Attendance Reports				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Implement instructional practices that are supplemental to meet the needs of all at risk students in all sub groups.	9	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				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 3) Provide teachers with extra duty pay and instructional materials to collaborate and provide additional intervention throughout the year.	2, 3, 4	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) - \$20,000.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Sanchez Ochoa will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 6: Sanchez Ochoa will provide staff development in an integrated and differentiated curriculum to develop student competencies and specific knowledge and analytical skills needed to increase student achievement standards in all areas.

Evaluation Data Source(s) 6: Provide training to all instructional and support staff to improve student achievement.

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Provide staff development (Region One) /mentoring to enhance knowledge in all content areas /instructional practices through district, ESCs, teachers and contracted consultants.</p>	4, 10	Principal, Vice Principal, Teachers, Support Staff	Agendas, Staff Development Sign-In sheets, Classroom Observations, Eduphoria Surveys				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$1,200.00, 211 - ESEA Title I: Improving Basic Program - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Provide teachers an opportunity to conduct learning walks as a professional development opportunity 2 times per semester.</p>	2, 3, 4	Administration, Grade Level Leaders, Instructional Specialist, Teachers	Learning Walks Focus Schedule, Teacher Observation Requirements, Reflections, Walk-throughs, PK Learning Walks Planning Sessions Sign- In Sheets, and vising higher performance school to observe				
<p>3) Provide staff development on (CHAMPS) classroom management technique. Adapt a new assertive campus or district classroom management plan.</p>	4	Administration, Instructional Specialist, BEhavioral Specialist	walk-throughs, Eduphoria registration, sign-in sheets				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Sanchez Ochoa will continue to develop, implement and monitor a quality educational program including curriculum, instruction, assessment and professional development which considers the specific needs of each student and the community, supports high academic standards and addresses state and federal accountability requirements.

Performance Objective 7: Sanchez Ochoa Early Childhood Program will prepare students for Kindergarten and beyond by teaching them important skills needed for academic and social success.

Evaluation Data Source(s) 7: PK 3 Skills and Concepts results from 68% to 90%; PK 4 CPALLs from 86% to 92%; Sight Words 90%

Summative Evaluation 7:











Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Teachers will plan and differentiate instruction on a weekly basis to provide reading intervention and will submit a focused small group intervention mat.	2, 4, 7, 9	Administration, Grade Level Leader, Instructional Specialist, Teachers	BOY, MOY, EOY PK3 Skills and Concepts Results, Walkthroughs, Focused Intervention Plans, Collaborative Planning Agendas and Sign In Sheets and Lesson Plans, Tutorial Lesson Plans				
2) PK students will be exposed to Reading skills and strategies (CSPS and TMI) and teachers will monitor literacy skills through read aloud selections.	2, 7, 9		Narrative and Informational Text strategies using kinesthetic and manipulaives. -Floor chart to review CSPS & TMI with story of the week.				
3) Students will have the opportunity to purchase Reading Materials to promote literacy twice a year during Scholastic Book Fairs.		Librarian	Increase Reading Levels Increase Fluency Increase AR Results Promote life-long readers				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Sanchez Ochoa will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.

Performance Objective 1: Sanchez Ochoa will promote a safe, drug free environment that is conducive to learning which will increase students' safety.

Evaluation Data Source(s) 1: Reduction of Nurse's incident reports by 5%. 100% student participation in drug awareness activities as well as bullying presentations.

Summative Evaluation 1:










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
System Safeguard Strategy Critical Success Factors CSF 1 1) Identify and implement preventive measures to decrease discipline and Nurse accident referrals.	2, 10	Principal, Vice Principal, Teachers, Counselor, Nurse	Disciplinary referrals, Nurse accident reports,				
Funding Sources: 211 - ESEA Title I: Improving Basic Program - \$250.00							
System Safeguard Strategy Critical Success Factors CSF 5 CSF 6 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.	1, 10	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.				
Funding Sources: 199 - General Fund: Operating (PIC 99) - \$0.00							
3) Create and implement a discipline system campus wide using the assertive discipline model.	1, 2	Administration, Counselor, Instructional Specialist, Support Staff, Campus Security, Teachers	walk through, discipline results, parent-teacher-student contract -be consistant and carryout consequences, parent shadowing must be enforced throughout the entire day				
4) Improve culture/nurture relationships through campus/community presentations by using a student newspaper written by 4th graders.	2, 3, 4	administration, instructional specialist, central office	surveys, proper social skills, role modeling, and praising students for good choices				
5) Campus will redesign certain classrooms to provide student with choices.		Instructional Specialist Administration Teachers	Observations Assessment Data				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Sanchez Ochoa will provide all students with a safe and nurturing learning environment that promotes attendance, character building and high achievement.

Performance Objective 2: Sanchez Ochoa will promote a safe learning environment to increase student attendance.

Evaluation Data Source(s) 2: Increase student attendance by 2%

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
Critical Success Factors CSF 1 1) Incentives will be provided to students with perfect attendance every 6 weeks.	2, 9	Principal, Vice Principal, Attendance Team, Teachers, CIS Case Manager	Attendance Reports				
System Safeguard Strategy Critical Success Factors CSF 1 2) Attendance Action Plan will be followed on a six weeks basis including daily home visits to maintain attendance at or close to 99%.	9, 10	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				
Funding Sources: 211 - ESEA Title I: Improving Basic Program - \$204,535.00							
3) CIS case manager will offer services to help students in need. (Uniforms, School Supplies, Shoes, Glasses)	9, 10	Administration CIS Case Manager	Monthly Reports				
Funding Sources: 199 - General Fund: SCE (PIC 30) - \$18,000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.

Performance Objective 1: Sanchez-Ochoa will coordinate family sessions.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Each grade level will have 1 parent volunteer and parent meetings will be held on monthly basis.	6, 10	Parental Involvement Liaison	Sign-In Sheets, Reports to tuned in to main office.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.

Performance Objective 2: Sanchez-Ochoa will coordinate HEB Read 3 Program.

Evaluation Data Source(s) 2:

Summative Evaluation 2:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) PK 3/PK 4 Parent Orientation Sessions (1 per semester)	6, 7	Parental Involvement Liaison	Sign-in sheets, children receive books every class session, parents receive recipes for healthy meals, and end of session graduation. -backpacks -certificates -books -\$25 gift card from HEB				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.

Performance Objective 3: Sanchez-Ochoa will coordinate Parenting Classes for Parents in PreK3-5th.

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	Title I	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.	6, 10	Parent Involvement Liaison	Sign in Sheets, certificates, snacks & door prizes				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.

Performance Objective 4: Sanchez-Ochoa will coordinate parent meetings on a monthly basis. PAC - the Paernt Advisory Council will meet on a montly basis at the Civic Center District Wide.

Evaluation Data Source(s) 4:

Summative Evaluation 4:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Parents are invited to attend PAC - the Paernt Advisory Council and SHAC : Student Health Advisory Council meetings on a montly basis at the Civic Center District Wide.	6, 10	Parent Involvmnt Liaison	Sign In Sheets, Certificates				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 3: The school district will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.

Performance Objective 5: School communication and relationships will be improved among administrators, teachers, staff and parents.

Evaluation Data Source(s) 5: Surveys
Assessment Results

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Team building activities will be scheduled during the year.</p>	1, 8						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Walk-through feedback will be provided regularly on a 1-1 basis.</p>	1	Administration	Increase communication				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Teachers will call 10 parents every 3 weeks to communicate positive notes and concerns about the students.</p>	1, 6, 9						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) A variety of communication channels will be available to teachers and staff. (Website, Email, Phone, Text, 1-1 Conferences, REMIND, LETS TALK etc.)</p>		Administration					
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) A variety of communication channels will be available to parents. (Website, Email, Phone, Text, 1-1 Conferences, REMIND, Let's TALK, monthly meetings)</p>	6	Administration Teachers					











<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>6) Trainings on improving communication in an educational setting will be scheduled during Monday Faculty meetings and/or collaborative planning sessions. (Videos, Articles, Books)</p>	1, 4	Administration					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Sanchez Ochoa shall implement a Health and Wellness Program designed to improve the general health of children and adults by promoting practices that lead to living healthy, active lifestyles.

Performance Objective 1: Include implementation and evaluation strategies for coordinating a school health and physical activities, as well as any other recommendations provided by school.

Evaluation Data Source(s) 1: 100% participation of students and adults in health and wellness programs.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
Critical Success Factors CSF 1 CSF 6 1) Limit serving student foods of minimal nutritional value to only 3 events per year.	10	Principal., Vice Principal, Teachers	School calendar of events				
System Safeguard Strategy Critical Success Factors CSF 1 2) Students will participate in Nutrigram Survey	10	Principal., Teachers	Survey Reports				
System Safeguard Strategy Critical Success Factors CSF 1 3) Physical Education department will continue to asses student progress through physical/health screening and assessments.	2, 10	Principal, Physical Education Department.	Screening reports and assessment reports				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 4) Provide teachers with hand sanitizers for hygiene purposes.	10	Teachers Nurse	Fewer nurse's referrals				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Sanchez Ochoa will continue to seek all possible avenues to contain and/or reduce costs of all initiatives in order to best represent the financial interests of the taxpayers. In addition, the school district will effectively manage financial resources, and conduct program evaluations that will support providing quality educational experiences for LISD students.

Performance Objective 1: Sanchez Ochoa will ensure its facilities to provide a clean and welcoming environment that supports student achievement and excellence.

Evaluation Data Source(s) 1: Submit 100% work orders electronically to Division of Operations to maintain the campus in excellent condition.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
System Safeguard Strategy Critical Success Factors CSF 3 1) Attend training on procedures and guidelines of fixed assets, appropriate forms, inventory, stolen/damaged items and follow recommended/mandatory policies provided by the district.	2, 4	Principal, Vice Principal., Head Custodian, School Secretary	Quarterly review of work orders, training sign-in sheets				
System Safeguard Strategy Critical Success Factors CSF 6 2) Provide 5 weeks survey to teachers based on custodial services.	10	Principal, Vice Principal., Head Custodian, Teachers	3 weeks surveys, Faculty meeting sign-in sheets				
System Safeguard Strategy Critical Success Factors CSF 6 3) Provide safety/cleaning supplies/equipment to maintain a clean and welcoming environment.	1, 10	Assistant Principal Head Custodian Budget Clerk	Surveys Purchase Requisitions				
Funding Sources: 199 - General Fund: Operating (PIC 99) - \$17,202.00							
4) Update campus internet infrastructure technology capacity.	1, 2	Instructional Technology Divisions of Operations Campus administration					
Funding Sources: 180 - E-Rate Fund - \$19,052.00							









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

Goal 6: Sanchez Ochoa will actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.

Performance Objective 1: The campus will systemize the support for optimal management by developing and implementing quality systems for effective site-based decision making process.

Evaluation Data Source(s) 1: 100% of teachers and staff meet certification requirements.

Summative Evaluation 1:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) Staffing committee will ensure that all recommended applicants be highly qualified and meet certification requirements.</p>	2, 3, 5, 8	Principal., Vice Principal, Staffing Committee	Teacher and Staff Certification reports, Interview sign-in sheets				
<p>System Safeguard Strategy Critical Success Factors CSF 3</p> <p>2) Provide funds for operating expenditures, including maintenance and repairs.</p>	1, 10	Administration	Maintain/reduce operating costs				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$6,063.00, 199 - General Fund: Operating (PIC 99) - \$137,135.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Sanchez Ochoa will actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.

Performance Objective 2: The campus will provide support to new teachers by providing them a mentor to support them during their first year.

Evaluation Data Source(s) 2: 100% of new teachers will be assigned a mentor to support them

Summative Evaluation 2:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) An effective mentoring program will be implemented and monitored on a six weeks basis.	3, 4, 5						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Sanchez Ochoa will actively pursue and hire highly qualified personnel and provide support that encourages growth, improvement and increased student achievement.

Performance Objective 3: The campus will provide support to 2nd year teachers by providing them a buddy to support them during their second school year.

Evaluation Data Source(s) 3: 100% of second year teachers will be assigned a buddy to support them regularly

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Second year teachers will be assigned a "buddy" for support during their second year.	3, 4, 5						
2) Administration will meet with "buddies" and with second year teachers on a six weeks basis to ensure they are receiving support on a regular basis.	3, 4, 5						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: The school district will ensure that students and staff are provided with quality support services as well as secure, properly maintained, energy efficient facilities that are conducive to academic achievement.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	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)
1	1	2	Provide and monitor instructional resources and instructional practices needed to meet the needs for all subgroups.
1	1	3	Students will participate in Reading Carnivals and will focus on Reading Category 2 and 3 (Literary and Informational Texts).
1	1	4	Provide 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	6	Provide incentives to promote student attendance. Popcorn Party Every Six Weeks Celebration for perfect attendance for top 5 attendance classrooms.
1	1	9	Provide educational opportunities for students through field trips.
1	1	10	Present Science Academic Vocabulary Words with visuals or demonstrations during our morning announcements (V-Brick).
1	1	12	50% of the school will implement 1:1 Technology Initiative
1	1	21	Writing teachers will attend professional development sessions to improve student achievement.
1	2	6	National Honor Society and high achieving students will provide other students opportunities to be college ready and further strengthen their scholarship, service, leadership, and character.
1	4	1	Teachers will plan and differentiate instruction on a weekly basis to provide reading intervention and will submit small group intervention mats for all subgroups.
1	4	2	Participate in research based practices and utilize the curriculum in all content areas through technology programs and software such as LEXIA Reading, Istation Reading and Headsprout Intervention Lab to support all subgroups. (ELL, GT, SPED, At Risk)
1	4	3	Teachers will analyze data in a regular basis to be able to adjust instruction throughout the year.
1	5	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.
1	5	2	Implement instructional practices that are supplemental to meet the needs of all at risk students in all sub groups.
1	5	3	Provide teachers with extra duty pay and instructional materials to collaborate and provide additional intervention throughout the year.
1	6	1	Provide staff development (Region One) /mentoring to enhance knowledge in all content areas /instructional practices through district, ESCs, teachers and contracted consultants.

Goal	Objective	Strategy	Description
1	7	1	Teachers will plan and differentiate instruction on a weekly basis to provide reading intervention and will submit a focused small group intervention mat.
2	1	1	Identify and implement preventive measures to decrease discipline and Nurse accident referrals.
2	1	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.
2	2	2	Attendance Action Plan will be followed on a six weeks basis including daily home visits to maintain attendance at or close to 99%.
4	1	2	Students will participate in Nutrigram Survey
4	1	3	Physical Education department will continue to asses student progress through physical/health screening and assessments.
4	1	4	Provide teachers with hand sanitizers for hygiene purposes.
5	1	1	Attend training on procedures and guidelines of fixed assets, appropriate forms, inventory, stolen/damaged items and follow recommended/mandatory policies provided by the district.
5	1	2	Provide 5 weeks survey to teachers based on custodial services.
5	1	3	Provide safety/cleaning supplies/equipment to maintain a clean and welcoming environment.
6	1	2	Provide funds for operating expenditures, including maintenance and repairs.

State Compensatory

Budget for Tomas Sanchez/Hermelinda Ochoa Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-12-6129-00-125-8-30-000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$29,000.00
199-11-6119-00-125-8-34-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$216,431.00
199-11-6119-20-125-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$20,000.00
199-31-6119-00-125-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$44,058.00
199-11-6129-00-125-8-30-000	6129 Salaries or Wages for Support Personnel	\$59,235.00
199-11-6129-00-125-8-34-000	6129 Salaries or Wages for Support Personnel	\$35,126.00
199-12-6129-00-125-8-30-000	6129 Salaries or Wages for Support Personnel	\$29,000.00
199-32-6129-00-125-8-30-000	6129 Salaries or Wages for Support Personnel	\$4,512.00
6100 Subtotal:		\$437,362.00
6300 Supplies and Services		
199-12-6329-00-125-8-30-000	6329 Reading Materials	\$2,666.00
199-11-6399-00-125-7-30-000	6399 General Supplies	\$70,000.00
6300 Subtotal:		\$72,666.00
6400 Other Operating Costs		
199-32-6499-00-125-8-30-CIS	6499 Miscellaneous Operating Costs	\$18,000.00
6400 Subtotal:		\$18,000.00

Personnel for Tomas Sanchez/Hermelinda Ochoa Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BELINDA GARZA	COMPUTER LAB MGR	30	1.00
CHRISTINA LOPEZ	PK 4 TEACHER	34	.50
CHRISTINA MARTINEZ	PK 4 TEACHER	34	.50
ENRIQUE MOYA	ATTE. OFFICER	30	.14
GABRIELA REGALADO	PK 3	34	.50
GUADALUPE TALAMANTES	LIBRARY AIDE	30	1.00
ISELA RAMIREZ	SCI. LAB MGR	30	1.00
ISSA BRUNI	PK 4 TEACHER	34	.50
LETICIA ESPINOZA	PK4 TEACHER	34	.5
MARICELI MENDOZA	PK3 TEACHER	34	.5
OLGA VELA	PK 3	34	.50
ROXANA HERNANDEZ	TEACHER AIDE	34	1
SANDRA MENDEZ	COUNSELOR	30	.50
SANDRA MONCIVAIS	PK 4 TEACHER	34	.50

Title I

Schoolwide Program Plan

Our campus qualifies as a Schoolwide Title I Campus under the No Child Left Behind Act of 2001. Due to the additional federal funding we receive as a Title I Campus, we are able to upgrade the entire educational program in our school. Our goal at Sanchez Ochoa, is that ALL students (English Language Learners, Economically Disadvantaged, Special Education and Gifted and Talented) demonstrate proficient and advanced levels in the state assessment. Our schoolwide programs and strategies are designed to help students meet their goals through individual improvement plans. Teachers are provided with professional development to improve the quality of instruction. Together, with the help of our parents and community, we help our students succeed and become productive, contributing members of society.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is the centerpiece of the planning process. Data is evaluated, needs are identified and a campus improvement plan is developed. This plan is evaluated and modified through out the year as needed.

2: Schoolwide Reform Strategies

Sanchez Ochoa has chosen reform strategies that focus on maximizing student learning. We set campus performance goals and ensure that we have an alignment between curriculum, instruction and assessment. All reform strategies are aligned to district initiatives.

3: Instruction by highly qualified professional teachers

Sanchez Ochoa is a Title I campus and most teachers and staff are highly qualified and meet the standard of expectation. Professional development is provided throughout the year by both the campus and district. When there is a vacancy, the Staffing Committee convenes and follows the district interview process to select the best candidate for the position.

One Special Education teacher who services LEP/Non-LEP students does not have a bilingual certification at this time. Human Resources department is aware of this situation.

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

High-quality professional development is provided to all our staff members at Sanchez Ochoa Elementary. All professional development provided is aligned to the district and campus initiatives.

5: Strategies to attract highly qualified teachers

Laredo ISD's Human Resource Department screens all applicants for the district prior to campuses interviewing. As a result, only highly qualified teachers reach the campuses for interviews. Once a new teacher is hired, they are assigned to a mentor or buddy for support.

6: Strategies to increase parental involvement

Sanchez Ochoa holds different activities throughout the year such as monthly informative sessions, family nights and report card nights to promote parental involvement. We also have extra curricular activities where parents serve as coaches or sponsors. We maintain constant communication with parents both written and verbal through conferences, phone calls, calendars and newsletter among others.

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

Sanchez Ochoa teachers will review student portfolios of those children coming from the headstart program to ensure a smooth transition. Parents are invited to tour the school along with the children. School's parent liaison will coordinate the tours.

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

Sanchez Ochoa Elementary follows the district's curriculum (TEKS Resource System) and utilizes the unit assessments. Teachers use other assessment tools such as curriculum based assessments (cbs), C-PALS, TPRI, TELPAS and STAAR to identify areas of need.

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

Sanchez Ochoa Elementary reviews students academic performance through collaborative sessions by the Campus Leadership Committee, Grade Level Teams and RTI Committee. Student data is analyzed and school interventionists along with classroom teachers select the appropriate interventions for students according to their Tier (RTI process). Interventions may include small group instruction, differentiated instruction, tutorial classes, computer assisted learning and classroom accommodations.

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

Sanchez Ochoa Elementary coordinates Title I funds, along with other federal, state and local funds to operate our school wide programs. See Budget Summary.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Betance, Andrea	CEI Lab Manager	Title I	1
Guerrero, Maria	Technology Trainer	Title I	.5
Meza, Rene	Instructional Specialist	Title I	1
Ramon, Maria	Parental Involvement Liaison	Title I	1
Ramos, Maria	Health Assistant	Title I	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	ELBA CONTRERAS	PRINCIPAL
Administrator	MARIA LUISA FLORES	Asst. Principal
Instructional Specialist	RENE MEZA	Instructional Specialist
Classroom Teacher	Leticia Espinosa	PK Teacher
Classroom Teacher	Edith Villarreal	1st Grade Teacher
Classroom Teacher	Sandra Vargas	2nd Grade Teacher
Classroom Teacher	Rachael Gomez Gomez	3rd Grade Teacher
Classroom Teacher	Ana Espinoza	4th Grade Teacher
Classroom Teacher	Gloria Palau	5th Grade Teacher
Non-classroom Professional	Sandra Mendez	Counselor
Classroom Teacher	Brenda Garcia	AU Teacher/SPED
Community Representative	Wesley Paredes	Community Member
Parent	Cynthia Mancera	Parent

Campus Funding Summary

180 - E-Rate Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Building Improvement & Wiring		\$19,052.00
Sub-Total					\$19,052.00
199 - General Fund: Basic Instruction (PIC 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Payroll Costs	199-11	\$2,221,207.00
1	1	2	Instructional General Supplies-Alexandrian LIC	199-12-6249-00-125-8-11-LIC	\$840.00
1	1	2	Instructional Resources	199-11-6399-00-125-8-11-000	\$10,252.00
1	1	2	Dues (Music)	199-13-6495-00-125-8-11-000	\$50.00
1	1	2	Teachers Inst. Allocations (Bid Items)	199-11-6399-99-125-8-11-INS	\$8,460.00
1	1	2	LIB. BK. READ.MAT (Fixed Allocation)	199-12-6329-20-125-8-11-000	\$1,461.00
1	1	2	Library Books	199-12-6329-20-125-8-11-000	\$0.00
1	1	6	Student Incentives	199-11-6499-44-125-8-11-000	\$10,000.00
1	1	9	Transportation/Educational Field Trips	199-11-6494-00-125-8-11-000	\$6,000.00
1	6	1	Travel O/D (Music Teacher)	199-13-6411-00-125-8-11-000	\$1,200.00
6	1	2	Copier Rental	199-11-6264-00-125-8-11-000	\$6,063.00
Sub-Total					\$2,265,533.00
199 - General Fund: Operating (PIC 99)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies-Office/Adm.	199-23-6399-00-125-8-99-000	\$1,000.00
1	1	2	Payroll Costs	199-99	\$581,769.00
1	1	2	Asst. Principal Business Cards	199-23-6499-00-125-8-99-000	\$0.00
1	1	2	General Supplies - UIL Resources	199-36-6399-00-125-8-99-000	\$0.00
1	1	2	Spelling Bee	199-36-6499-44-125-8-99-000	\$160.00
1	1	8	UIL/Chess	199-36-6499-44-125-8-99-000	\$400.00

1	1	9	Transportation/Non Instructional Field Trips	199-36-6494-00-125-8-99-000	\$800.00
2	1	2	Safety General Supplies	199-52-6399-00-125-8-99-000	\$0.00
5	1	3	Fixed Allocation -Janitorial Supplies	199-51-6317-99-125-8-99-000	\$16,151.00
5	1	3	Fixed Allocation: Dust/Wet Mop Service	199-51-6249-99-125-8-99-000	\$1,051.00
6	1	2	Fixed Cost: Telephone	199-51-6256-00-125-8-99-000	\$800.00
6	1	2	Fixed Cost: Water and Sewage	199-51-6255-01-125-8-99-000	\$23,210.00
6	1	2	Fixed Cost: Sanitation Service	199-51-6255-00-125-8-99-000	\$4,283.00
6	1	2	Fixed Cost: Electricity	199-51-6259-00-125-8-99-000	\$108,759.00
6	1	2	Fixed Cost: Dust/Wet Mop Supplies	199-51-6317-90-125-8-99-000	\$83.00
Sub-Total					\$738,466.00

199 - General Fund: Special Education (PIC 23)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Resources for SPED Students	199-11-6399-00-125-8-23-000	\$73.00
1	1	2	Payroll Costs/SPED Support Staff	199-23	\$381,925.00
Sub-Total					\$381,998.00

199 - General Fund: Bilingual (PIC 25)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll Costs/Bil	199-25	\$94,412.00
1	1	2	Workbooks	199-11-6399-00-125-25-000	\$3,064.00
1	1	2	Testing Material	199-11-6339-00-125-8-25-000	\$4,200.00
1	1	5	Payroll Cost - Tutors	199-11-6129-00-125-8-25-TUT	\$30,000.00
Sub-Total					\$131,676.00

199 - General Fund: GT (PIC 21)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Resources for GT Students	199-11-6399-00-125-8-21-000	\$136.00
1	1	2	Payroll Costs/GT	199-21	\$54,477.00
Sub-Total					\$54,613.00

199 - General Fund: Bilingual Pre K (PIC 35)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll Costs: PK Bil. Stipends	199-35	\$25,409.00
1	1	2	Pre-K Instructional Matrial	199-11-6399-00-125-35-000	\$2,800.00
Sub-Total					\$28,209.00
199 - General Fund: Basic Instruction PreK (PIC 32)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll Costs: Teachers	199-32	\$211,491.00
Sub-Total					\$211,491.00
199 - General Fund: SCE Pre K (PIC 34)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll Costs: Teachers	199-34	\$251,557.00
Sub-Total					\$251,557.00
199 - General Fund: SCE (PIC 30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies (Instructional)	199-11-6399-00-125-8-30-000	\$70,000.00
1	1	2	Payroll Costs- Counselor, Comp./Science Lab Mgrs, Lib. Asst.	199-30	\$136,805.00
1	1	2	Reading Material	199-11-6329-00-125-8-30-000	\$0.00
1	1	2	Testing Material	199-11-6339-00-125-8-30-000	\$0.00
1	1	16	Library Books/E-Books		\$2,666.00
1	5	3	Extra Duty Pay - After School & Saturday Tutorials	199-11-6119-20-125-8-30-000	\$20,000.00
1	5	3	Extra Duty Pay - Teachers Planning Sessions	199-13-6119-20-125-8-30-000	\$0.00
2	2	3	Communities In School	199-32-6499-00-125-8-30-CIS	\$18,000.00
Sub-Total					\$247,471.00
211 - ESEA Title I: Improving Basic Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Toners Supplies	211-11-6399-99-125-8-30-000	\$2,500.00
1	2	1	Teachers Planning Session	211-13-6119-20-125-8-30-000	\$6,111.00
1	6	1	Teacher PD	211-13-6239-00-125-8-30-000	\$0.00

1	6	1	ESC - Administration	211-23-6239-00-125-8-30-000	\$0.00
1	6	1	Travel O/D - Administration	211-23-6411-00-125-8-30-000	\$0.00
1	6	1	Contracted Services - Mentoring Minds/Lead4ward	211-13-6299-00-125-8-30-000	\$0.00
2	1	1	Travel O/D - Counselor	211-31-6411-00-125-8-30-000	\$250.00
2	2	2	61 Payroll Costs/TRS/Soc.Sec/Health Ins/	211-24	\$204,535.00
Sub-Total					\$213,396.00
224 - IDEA - Part B: Formula Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll Costs	224-23	\$124,955.00
Sub-Total					\$124,955.00
255 - ESEA II, A Training & Recruiting					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll Costs	255-30	\$4,204.00
Sub-Total					\$4,204.00
263 - LEP Bilingual Program Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll Costs	263-25	\$10,731.00
Sub-Total					\$10,731.00
435 - SSA Regional Day School - Deaf					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Payroll Costs	435-23	\$1,961.00
Sub-Total					\$1,961.00
482 - Dr. Hochman Grant Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	A/V Equipment - L. Cordova	482-11-6646-01-125-8-11-FY6	\$0.00
Sub-Total					\$0.00
Grand Total					\$4,685,313.00