Edgewood Independent School District

Roy Cisneros Elementary School

2013-2014 Campus Improvement Plan

Mission Statement

OUR CAMPUS MISSION STATEMENTS

2013 - 2014

- Working Collegially to Empower Our Students to Become Independent, Confident Life-Long Learners and Critical Thinkers.
- Creating a Positive and Challenging Learning Environment
- Leading Our Students Toward Exemplary Academic Achievement

Vision

At Roy Cisneros, we believe that:

- *Everyone has the ability to learn.*
- *Everyone must receive an equal opportunity to achieve their best.*
- *Everyone deserves an environment that is conducive to learning.*
- *Learning is a life-long process.*
- *Learning is the responsibility of students, parents, community, and educators.*
- *School activities must enhance the learning process so that each child experiences success in life.*
- *Decisions are made collaboratively and are research-based and data driven.*

Key Result Areas

Key Result Area #1: Educational Excellence

Rigorous curriculum, relevant teaching, and effective relationships resulting in student learning and success.

Key Result Area #2: Family & Community Engagement Excellence

Key Result Area #3: Instructional Support System Excellence

The timely delivery of effective coordinated solutions for the cognitive, physical, emotional, and social development of students.

Key Result Area #4: Operational Support System Excellence

Efficient, effective, and immediate solutions for transportation, nutrition, technology, and safety services that support student learning.

Key Result Area #5: High Performing Team Members

Key Result Area #6: Facilities Excellence

Building and maintaining a safe and clean learning and work environment in support of students and district team members.

Key Result Area #7: Business Support Systems Excellence

The timely and efficient execution of business transactions in a timely and accurate manner.

Key Result Area #8: Fiscal Responsibility

The optimal utilization of funds, assets, and time in support of a quality education.

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Comprehensive Needs Assessment

Key Result Area 1: World-Class Education

Key Result Area 1: World-Class Education Summary of Data

District Benchmarks

	Math			Reading			Writing			Science		
	BM 1	BM2	BM3	BM 1	BM2	BM3	BM 1	BM2	BM3	BM 1	BM2	BM 3
3rd Grade	30%	10%	24%	11%	20%	49%	-	-	-	-	-	-
4th Grade	29%	33%	30%	39%	24%	-	42%	27%	36%	-	-	-
5th Grade	11%	23%	21%	28%	21%	-	-	-	-	38%	35%	41%

STAAR Phase In 2012-2013 Results

The table below includes STAAR results at the Phase In 1 standard. These results were not released until January 2013.

Phase In 1 STAAR Scores	Reading 2012	Reading 2013	Math 2012	Math 2013	Science 2012	Science 2013	Writing 2012	Writing 2013
3rd Grade English	66%	71%	60%	51%	-	-	-	-
3rd Grade Spanish	52%	65%	56%	47%	-	-	-	-
4th Grade English	47%	67%	38%	63%	-	-	39%	63%
4th Grade Spanish	90%	40%	-	-	-	-	68%	57%
5th Grade English	54%	70%	66%	80%	59%	50%	-	-

5th Grade Spanish	100%	0%	100%	0%	100%	0%	-	-

Accountability Data by Campus 2012-2013
The table below includes the STAAR data for Accountability by Campus

	Index 1 Student Performance		**Index 2 Student Progress**		**Index 3 Closing the Performance Gaps**		**Index 4 Post-Secondary Readiness**		**Overall Rating**
	Score	**Rating**	**Score**	**Rating**	**Score**	**Rating**	**Score**	**Rating**	
Cisneros	**1875**	**57%**			**1942**	**58%**			

The table below contains 3 years of historical TAKS data for each campus. The 2012 data will include the TAKS correlation from the Bridge Study used for AYP in grades 3-8 for 2012.

	Reading			Math			Writing			Science		
*2012 Bridge Study Data	2010	2011	2012*	2010	2011	2012*	2010	2011	2012*	2010	2011	2012*
Cisneros	76%	73%	75%	73%	73%	79%	91%	80%	88%	77%	75%	78%

Historical District AEIS Final Standings

The table below contains 5 years of is historical TAKS data for the district.

	06-07	**07-08**	**08-09**	**09-10**	**10-11**	**11-12**	**12-13***
Reading	79%	76%	81%	76%	73%	No Rating	67%
Math	76%	80%	80%	73%	73%	No Rating	63%
Writing	95%	85%	89%	91%	80%	No Rating	60%
Science	66%	63%	74%	77%	75%	No Rating	49%

District Rating	Acceptable	Acceptable	Acceptable	Recogonized	Acceptable	No Rating	

*Only Met Standard and Improvement Required rating will be awarded in 2012-2013

Adequate Yearly Progress Data and Indicators

The table below outlines AYP indicators for the district.

	2010		**2011**		**2012**		**2013****	
Target Rate	**Reading 73%**	**Math 67%**	**Reading 80%**	**Math 75%**	**Reading 87%**	**Math 83%**	**Reading 93%**	**Math 94%**
All Students	**77%**	**73%**	**73%**	**73%**	**75%**	**79%**	**67%**	**63%**
Special Education	**71%**	**62%**	**65%**	**61%**	**56%**	**56%**	**60%**	**56%**
Limited English Proficient	**79%**	**74%**	**81%**	**81%**	**78%**	**82%**	**50%**	**49%**

** Pending Waiver

Adequate Yearly Progress Schools in Need of Improvement

The table below contains only schools which missed AYP in Reading or Math.

	Reading			Math		
	2011	2012*	2013**	2011	2012*	2013**
Cisneros	Missed	Missed-Stage 1	Stage 1, Year 2	Missed	Missed-Stage 1	Stage 1, Year 2

Fountas and Pinnell 2012-2013

The table below contains beginning and end of the year data indicating the number of students assessed and percentage of students reading on grade level.

	Beginning of Year		End of Year	
	# of Students assessed	% of students on Grade Level	# of Students assessed	% of students on Grade Level
All grades	456		520	
01	109	51%	155	73%
02	93	49%	96	81%
03	101	57%	105	69%
04	71	76%	78	57%
05	82	64%	86	45%

Circle 2012-2013

The table below contains the reading data for the beginnning and end of the year for prekinder. It also shows the growth from the beginnning to the end of the year.

2012 – 2013 Pre – Kinder CIRCLE Data

Skills	% Developed BOY	% Developed EOY
Literacy – Letters	14%	80%
Literacy - Vocabulary	10%	28%
Literacy – PA Composite	91%	98%
Math – Composite	67%	96%

TPRI 2012-2013

The table below contains English diagnostic Reading data for the beginning and end of the year for grades kinder-3rd. It also shows the growth from the beginning to the endof the year.

Grade Level	K			1st			2nd		
Percent of students developed by Period	Beg	End	Diff	Beg	End	Diff	Beg	End	Diff
Phonemic Awareness - Syllables Composite	3%	53%	**50%+**	40%	81%	**41%+**	-	-	-
Listening Comprehension	45%	90%	**45%+**	-	-	-	-	-	-
Graphophonemic Composite	55%	97%	**42%+**	31%	90%	**59%+**	0%	47%	**47%+**
Reading Comprehension 1	-	-	-	37%	86%	**49%+**	68%	75%	**7%+**
Reading Comprehension 2	-	-	-	25%	66%	**41%+**	42%	59%	**17%+**
Accuracy 1	-	-	-	28%	74%	**46%+**	52%	91%	**39%+**
Accuracy 2	-	-	-	22%	69%	**47%+**	44%	75%	**31%+**

TEJAS LEE 2012-2013

The table below contains Spanish diagnostic Reading data for the beginning and end of the year for grades kinder-3rd. It also show the growth from the beginning to the end of the year.

Grade Level	K			1st			2nd		
Percent of students developed by Period	Beg	End	Diff	Beg	End	Diff	Beg	End	Diff
Phonemic Awareness - Syllables Composite	60%	97%	**37%+**	50%	79%	**29%+**	-	-	-
Listening Comprehension	19%	72%	**53%+**	-	-	-	-	-	-
Graphophonemic Composite	54%	79%	**25%+**	71%	75%	**4%+**	79%	0%	**79% -**
Reading Comprehension 1	-	-	-	29%	75%	**46%+**	17%	75%	**58%+**
Accuracy 1	-	-	-	36%	87%	**51%+**	83%	100%	**17%+**

mCLASS Math 2012-2013

The table below contains basic math skills assessment data for the beginning and end of the year for grades kinder-3rd. It also show the growth from the beginning to the end of the year.

Grade Level	K			1st			2nd		
Period	Beg	End	Diff	Beg	End	Diff	Beg	End	Diff
Percent of students at benchmark level	8%	29%	+21%	38%	18%	-20%	36%	58%	+22%

TELPAS 2013

The tables below contain data for Limited English Proficient students' progress in acquiring the English language.

	Listening				Speaking				Reading				Writing				Composite Rating			
Grade Level	**B**	**I**	**A**	**AH**	**B**	**I**	**A**	**AH**	**B**	**I**	**A**	**AH**	**B**	**I**	**A**	**AH**	**B**	**I**	**A**	**AH**
Kinder	81%	19%	0%	0%	81%	19%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%
1st Grade	4%	54%	35%	8%	12%	73%	8%	8%	54%	35%	4%	8%	65%	27%	0%	8%	54%	35%	4%	8%
2nd Grade	0%	9%	61%	30%	9%	9%	52%	30%	9%	26%	43%	22%	22%	52%	22%	4%	9%	26%	43%	22%
3rd Grade	0%	22%	53%	25%	6%	31%	47%	16%	13%	28%	31%	28%	16%	44%	38%	3%	13%	28%	34%	25%
4th Grade	0%	19%	38%	42%	0%	31%	27%	42%	4%	23%	23%	50%	19%	23%	23%	35%	4%	23%	23%	50%
5th Grade	4%	0%	14%	82%	4%	7%	25%	64%	11%	7%	21%	61%	14%	11%	32%	43%	11%	7%	21%	61%

	TELPAS Yearly Progress in Composite Rating		
Grade Level	**Progressed 1 Proficiency Level**	**Progressed 2 Proficiency Levels**	**Progressed 3 Proficiency Levels**
1st Grade	44%	0%	0%
2nd Grade	30%	39%	9%
3rd Grade	32%	3%	0%
4th Grade	80%	4%	0%
5th Grade	75%	4%	0%

Tier Assignments for Response to Intervention:

The table below contains data for students classified as Tier I, Tier II, and Tier III.

As of 5/2/2012	4th 9 weeks 2011-2012	4th 9 weeks 2012-2013
Number of students	475(overall enrollment)	640
Number of tiered students	475	640
Percentage of Tier II Students	7%	22%
Number of Tier II Students	43	143
Percentage of Tier III Students	5%	9%
Number of Tier III Students	32	58

Student Retention Rates

The table below contains percentage of regular education and special education students retained at each grade level.

	Kinder			1st			2nd			3rd			4th			5th		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Not Special Education	2.4	3.7		3.2	7.2		8.6	8.6		7.8	10.3		0	0		3.1	7.3	
Special Education	0	0		16.7	40		12.5	0		22.2	0		14.3	0		33.3	11	

Reduction of Bullying and Harassment/Character Education Program

The table below includes the number and percentage of students participating in the Character Education Program.

	2011	2012	2013

Number of students	510	608	646
Percentage	100%	100%	100%

Key Result Area 1: World-Class Education Strengths

The STAAR data for 2012 for Cisneros Elementary dropeed below AYP requirements. However, the following strenths were identified:

- The LEP population is outscoring all students in both reading and math and is steadily increasing.
- According to bridge study, writing increased 8% points from 2011 to 2012
- There was an increase in all content areas from 2011 to 2012
- Decrease in discipline referrals from 2011 to 2012

Key Result Area 1: World-Class Education Needs

- Benchmarks did not show a signifcant amount of growth or a decline from 3rd thru 5th
- According to Phase-in STAAR results, 4th grade Math and Writing show areas for concern
- Special Popultation is decreasing in Reading/Math for AYP
- Number of Tier Assingments are increasing. In 2011, from Teir II 7% to 22% in 2012 and in Tier III, from 5% to 9%

Key Result Area 2: World-Class Family & Community Engagement

Key Result Area 2: World-Class Family & Community Engagement Summary of Data

Roy Cisneros Elementary provided opportunites for families/parents to activley engage in activities that postively impact student success. Please note the following parental involvement for 2012-2013: (Roy Cisneros Elementary occupied a Parent Educator from August until December)

Parental Activity	Month(s) of the Activity	Average Attendance
Back to School Open House	August	200
Parent Volunteer Orientation	September	15
Little Read Wagon for Pre-K and Kinder Parents	September	25
STARS Assembly	September - May, except for April	30
Family Literacy Night	October	50
Red Ribbon Week Parent Meeting	October	5
San Antonio Food Bank/CIS partnership	November	10
Parent Meeting: Parent/School LPAC	May	3
Technology Showcase	May	15
Parent Nutrition Classes	November	6
Father/Daughter Banquet	December	150
Coffee with the Principal:Parenting to the Next Degree	September - May	15
Parent Volunteer Services	August - June	4
Field Trip Chaperone Services	Sept - April respectively	4
PTA Meetings	Every other month September - May	8

Key Result Area 2: World-Class Family & Community Engagement Strengths

* Full time CIS Social Worker

* PTA members volunteer countless hours for teacher/admin support

* Parents/Bilingual LPAC committee

Key Result Area 2: World-Class Family & Community Engagement Needs

* Campus in need of a parent laison/educator

* Attendance needs to increase at PTA meetings

Key Result Area 3: World-Class Instructional Support System

Key Result Area 3: World-Class Instructional Support System Summary of Data

Summary KRA 3

Average Daily Attendance (ADA):

ADA All Students by Grade Level	2010-2011 End of Year	2011-2012 End of Year	2012-2013 End of Year	Difference 2011-2012 to 2012-2013
All Grade Levels	96.4	96.5	95.9	-.6
PK	95.5	96.3	95.4	-.9
KG	95.2	95.5	95.1	-.4
01	95.9	96.7	95.3	-1.4
02	96.5	96.5	96.1	-.4
03	96.2	96.8	96.3	-.5
04	96.7	96.8	96.9	+.1
05	96.7	96.8	96.2	-.6

ADA by Special Population	2010-2011 End of Year	2011-2012 End of Year	Difference 2010-2011 to 2011-2012
All Students	96.4	96.5	+.1
Special Education	95.6	95.5	-.1
Economically Disadvantaged	95.6	96.5	+.9
Limited English Proficient	97.1	97.4	+.3
Migrant	95.4	95.2	-.2
At-Risk	96.2	96.6	+.4

Homeless	93.2	97.3	+4.1

Discipline:

The table below contains data summarizing students receiving office referrals and consequences of In School Suspension and Out of School Suspension.

Discipline Referrals	2010-2011 (end of year)	2011-2012 (as of 5/3/2012)	2012-2013 as of 6/2013
# of active students	475	608	644
# of incidents	26	242	125
# of students with one or more referrals	16	110	51
% of students with one or more referrals	.03%	18%	23%
# of students with five or more referrals	0	13	6
% of students with five or more referrals	0%	0.02%	.009%
# of students with ten or more referrals	0	3	2
% of students with ten or more referrals	0%	0.004%	.003%

Positive Behavior Intervention System (PBIS) Survey Data (collected March 2013 at all schools)

PBIS Survey for Parents measured their perspectives on safety and civility for their children who attend Roy Cisneros Elementary:

A large majority of those polled responded ***"Agree " or "Strongly agree"***

- School staff doing a good job of making the school a safe place for students to be - 89%
- Staff members treat students respectfully – 75%
- Staff members being friendly and helpful to students – 87%
- Staff members let students know when they do things right - 90%
- If students have a problem they can't solve they know they can come to a teacher, counselor, etc... for help - 86%

A majority of those polled responded ***"Agree "or "Strongly agree"***

- Inappropriate student language on campus is a problem - 38%

- Students threatening or bullying other students is a problem - 34%

PBIS Survey for Students measured their perspectives on safety and civility on their campuses.

- Most of the students on campus feel safe on campus: hallway (87%, classroom 91%)
- 75% of the students polled responded they do not feel safe in the gym 86% and in the restrooms 72%.
- 90% of the students polled responded they would tell an adult of any illegal or dangerous activity.
- 74% of the students polled responded that they treat each other respectfully in the cafeteria / lunchroom and 78% in the hallways.
- 84% of the students polled responded "***very often" or "Always"*** to adults treating them with respec

Fitness Gram Data

CISNEROS ELEMENTARY

2009-2010 (08/01/09-06/09/10)					2010-2011 (06/08/10-06/08/11)				
Gender	Age	Count	% Achieved HFZ	# Achieved HFZ	Gender	Age	Count	% Achieved HFZ	# Achieved HFZ
Male	8	38	55.26	21	Male	8	25	32.00	8
Male	9	35	45.71	16	Male	9	54	40.74	22
Male	10	35	62.86	22	Male	10	36	38.89	14
Male	11	10	40.00	4	Male	11	18	50.00	9
Male	12	1	0.00	0	Male	12	3	0.00	0
Female	8	21	85.71	18	Female	8	31	54.84	17
Female	9	33	72.73	24	Female	9	26	53.85	14
Female	10	37	56.76	21	Female	10	34	50.00	17
Female	11	15	73.33	11	Female	11	9	33.33	3
Female	12	1	100.00	1					
Male	All	119	53%	63	Male	All	136	39%	53
Female	All	107	70%	75	Female	All	100	51%	51

Both	All	226	61%	138	Both	All	236	44%	104

2011-2012 (06/01/11-07/01/12)					2012-2013 (Unable to pull report)				
Gender	Age	Count	% Achieved HFZ	# Achieved HFZ	Gender	Age	Count	% Achieved HFZ	# Achieved HFZ
Male	7	29	55.17	16	Male				0
Male	8	41	31.71	13	Male				0
Male	9	49	32.65	16	Male				0
Male	10	25	40.00	10	Male				0
Male	11	3	33.33	1	Male				0
					Male				0
Female	7	22	59.09	13	Female				0
Female	8	43	55.81	24	Female				0
Female	9	37	59.46	22	Female				0
Female	10	11	45.45	5	Female				0
Female	11	1	100.00	1	Female				0
					Female				0
Male	All	147	38%	56	Male	All	0	#DIV/0!	0
Female	All	114	57%	65	Female	All	0	#DIV/0!	0
Both	All	261	46%	121	Both	All	0	#DIV/0!	0

Key Result Area 3: World-Class Instructional Support System Strengths

From 11-12 to 12-13:

* Numer of incidents were down by 11

* Students with one or more referrals were down by 59

* Students with 50 or more referrals were down by 7

* Students with 10 or more referrals were down by 1

* 90% of parents feel that staff members let students know when they do things right.

* 90% of students polled responded they would tell an adult of any illegal or dangerous activity.

Key Result Area 3: World-Class Instructional Support System Needs

* Average Daily Attendance has shown a deficit from 11-12 to 12-13 in every grade level except in 4th grade.

* Campus has a high need for accountabiltiy with follow-up procedures in ensure ADA expectations are met.

* Only 75% of parents surveyed believe that staff members treat students repsectfully

* Parents surveyed responded that 38% of students use inappropriate student language on campus.

* Parents surveyed responded that 34% feel that students threatening or bullying other students is a problem.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: KRA #1 World-Class Education: To increase student achievement in the areas of reading & writing, math, science, and social studies

Performance Objective 1: -Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR Reading from 68% to78%
-Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR Math from 65% to 75%
-Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR Writing to 62% to 72%
-Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR Science from to 46% to 70%

Summative Evaluation: The performance of this objective will be evaluated using STAAR scores for 2013-2014

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Students will practice strategies from the district Literacy Plan Comprehension Toolkit to increase their comprehension and understanding of text.	1, 2, 3, 9	IF	Increase in students achievement at the end of unit assessment PIs/CBAs, TPRI/Tejas Lee and AR STAR performance				
2) Students will be provided with books from the Guided reading library and Scholastic library at their appropriate reading level to increase comprehension and fluency.	2, 3	IF	Increase in student achievement at the end of unit assessment PIs/CBAs, TPRI/Tejas Lee and AR STAR performance				
3) Students will monitor and chart their progress as it pertains to RTI programs: Journeys Write in Reader, Mentoring Minds,ETA Hand to Mind and SOAR to SUCCESS/Villacuentos	2, 3	AIT's and Teachers	Increased percent of students showing mastery on STAAR performance.				
4) Students who are identified as needing additional academic Reading and Math support will stay after school om Tuesdays and Thursdays in tutorials.	2, 9	IF	Student performance on end of unit assessment PIs/CBAs,MClass, TPRI/Tejas Lee, AR STAR, Benchmarks and STAAR performance.				
	Funding Sources: 211 - Title I - $17270.00						
5) Student academic needs and performance will be addressed and monitored utilizing the WAR room disaggregated data	2, 9	IF	Student performance on CBAs, Bechmarks, and STAAR assessments				
6) Teachers and staff will host the following Literacy events: Polar Express Day Event (K) Campus Literacy Night (K-5th), Polar Express Night (1-3), and Reading After Dark (4-5), to increase academic success in Reading	2, 9	Administration	Student performance on Reading CBAs and Benchmarks				

7) Writing portfolios and journals will be maintained for all students (including the Dr. Gentry Writing Program for K-1st)	1, 2, 9	IF	Student performance on Writing STAAR as well as final compositions in Writing Portfolios				
8) K-5th Classes will publish and display compositions on a 9 weeks basis	2, 3	IF	Student performance on writing STAAR; Writing Samples				
9) Students will participate in publishing treasure books using the writing process. Each class will complete one class book.	2, 9	AIT	Publication of student class treasure books.				
10) Students (K-5th) will incorporate thinking maps in the writing process to develop writing compositions and/or paragraphs using "Taking It Off the Map" strategy	1, 2, 3, 9	AIT (TOT)	Writing Samples, CWT's				
11) Students will record written responses in a Reading Response Journal during Read to Self time.	2, 3	Teachers	CWT's, Journal Samples				
12) Students will increase their rigor and engagement in reading, math, technology, and science instruction through the integration of technology : Brain Pop and Brain Pop Jr. (K-5th), Think through Math(3rd-5th), IStation (3rd-5th), Reflex Math (2nd-5th), Easy Tech (K-5th)	1, 2, 3, 9	IT	The performance of this objective will be evaluated through the monitoring of usage and summary reports.				
System Safeguard Strategy 13) Students will participate in the Science Fair using district aligned rubric allowing the campus science committee to judge projects with integrity, etc. This will also support their science curriculum and expectations. Students will be provided display boards and materials.	2, 3, 9	IF	Increased percent showing mastery in Science STAAR; Science Benchmarks				
	Funding Sources: 199 - Local - $700.00						
System Safeguard Strategy 14) Students will participate in campus/district instructional programs to support student progress:Mini Science Camp and Science parades (every nine weeks k-5)	1, 2, 3, 9	IF	Student performance on Science PIs/CBAs and Science STAAR.				
15) Students are encouraged to compete in UIL and robotics competitions.	1, 2, 3, 9	AP	District and City placements				
System Safeguard Strategy 16) Best practices in the CSCOPE framework will be followed by teachers to include Performance Indicators in Math, Science and Social Studies (K-5th) enhancing explicit instruction for student success	1, 2, 3, 9	IF	Student performance on PIs/CBAs, Benchmarks, and STAAR				
17) Students will practice problem solving strategies using the Edgewood Math Problem Solving resource for3rd - 5th grade.	1, 2, 3, 9	IF	Student performance on CBAs, Benchmarks, and STAAR; CWTs				
18) Students will receive support in RTI programs - ETA and Write in Reader, (Tier 3 Level Instruction)	1, 2, 3, 9	Principal	Student reports, STAAR performance and MCLASS				

19) Students will take BOY, MOY, and EOY STAR reading test and check out appropriate leveled books throughout the year based on their ZPD levels	1, 2, 3, 9	Librarian	Increase in academic reading levels including Special Populations (SS); STAR Student Reports				
20) Students will be administered BOY, MOY, EOY, and progress monitoring screening using TPRI/Tejas Lee assessing fluency and comprehension.	1, 9	IF	Student Performance on Reading Benchmarks and Reading STAAR; TPRI/Tejas Lee Reports				
21) Students will have opportunities to participate in extra curricular activities: - Robotics Club - UIL - Chess Club - Blue Bonnet Club - Art Club - Choir Club - Spurs Basketball League - Volleyball League -Community Service Club	2, 3, 9	Club Leaders	Student character building				
	Funding Sources: 199 - Local - $145.00, 199 - Local - $300.00, 199 - Local - $300.00, 199 - Local - $300.00						
22) Students will utilize instructional materials that include, but not limited to, Mentoring Minds for 1-5 (Reading, Math) and STAAR related resources for 3-5, etc.	1, 2, 3, 9	IF	CWT's, Increased performance in assessments/benchmarks, MClass, Tejas Lee/TPRI, and STAAR				
	Funding Sources: 199 - Local - $56800.00						
23) K-5th Students will attend field trips that provide academic (science/social studies) focus. Kinder-Children's Museum and Zoo,1st - Rodeo 2nd - Sea World, 3rd - Natural Bridge Cavers, 4th -Alamo/Texan Cultures, 5th - Lexington/Aquarium	1, 2, 9	Secretary	Increased performance on TEKS performance				
	Funding Sources: 199 - Local - $12000.00, 199 - Local - $500.00						
24) Leadership team will attend staff developments/conferences which provide enrichment and support to teachers	1, 4	Principal	Implementation of new ideas/resources to promote student success on campus assessments and benchmarks				
	Funding Sources: 199 - Local - $7000.00						
System Safeguard Strategy 25) Provide teachers the opportunity to attend trainings/conferences to include but not limited to Science content	1, 4, 9	Principal	Student performance on PIs, CBAs, Benchmarks, and STAAR				
	Funding Sources: 199 - Local - $2000.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 1: KRA #1 World-Class Education: To increase student achievement in the areas of reading & writing, math, science, and social studies

Performance Objective 2: -Increase the percentage of students who are reading on grade level based on the Fountas and Pinnell Benchmark Assessment

Summative Evaluation: The performance of this objective will be evaluated using Fountas and Pinnell Benchmark Assessment data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) The Fountas and Pinnell assessement will be administered BOY, MOY, and EOY which will allow for the monitoring of student progress throughout the year. Data will also be used to create student groupings for intervention.	1, 8, 9	IF	Fountas and Pinnell data and results; Small group status				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 1: KRA #1 World-Class Education: To increase student achievement in the areas of reading & writing, math, science, and social studies

Performance Objective 3: Increase the academic performance of students on state accountability measures:
-Establish a baseline for Index 1: Student Achievement at 60%
-Establish a baseline for Index 2: Student Progress at 60%
-Establish a baseline for Index 3: Closing Performance Gaps at 60%
-Establish a baseline for Index 4: Postsecondary Readiness - N/A

Summative Evaluation: Accountability Summary Report

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Teachers, IF, and Administration will conduct faculty meetings to analyze/discuss data and intervention plans	1, 2, 4, 8, 9	IF	AEIS report, Benchmark data, Intervention plans, CWT's, and STAAR				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 2: KRA #1 World-Class Education: To increase graduation rate

Performance Objective 1: -Increase the district four year graduation rate from 78.9% to 85%
-Increase the district four year completion rate from 82.6% to 87%
-Decrease the district wide dropout rate [Grades 7-8] from .1% to 0%
-Decrease the district wide dropout rate [Grades 9-12]from 3.0% to 2.3%

Summative Evaluation: The performance of this objective will be evaluated using the Accountability Summary Report.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Implement the URS system to monitor the progress of all students and ensure continuous growth for each student.	1, 2, 8	URS Committee	URS documentation, Decrease in number of TIER 2 and Tier3 students.				
2) Campus will conduct vertical team planning in content committees monthly to discuss/share instructional needs. Teachers will collaborate to ensure student success.	1, 2, 8	IF	Student performance on assessments.				
3) Conduct planning sessions outside of instructional hours at least once a quarter for 4 hours (Saturdays/Sundays). These extra planning sessions will aid teachers in analyzing data to create more rigorous lessons which address the level of instruction needed by the TEKS.	1, 2, 3, 9	Principal	Student performance on assessments.				
	Funding Sources: 199 - Local - $22400.00, 199 - Local - $3000.00						
4) Teachers will maintain data binders to include data from CBA's, mCLASS math, TPRI/Tejas Lee, TEKS analysis from Benchmarks, Accelerated Reader reports, F&P levels and Star levels. These binders are used for URS documentation, to plan lessons and interventions, tutorials, small group instruction, and parent teacher conferences	1, 2, 8	IF	Increase of student performance on benchmarks and PI's, STAAR and student grades.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 2: KRA #1 World-Class Education: To increase graduation rate

Performance Objective 2: -Decrease the number of Tier II identified students to 15%
-Decrease the number of Tier III identified students to 5%

Summative Evaluation: The performance of this objective will be evaluated through monitoring of Tier status

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Provide continuous intervention for students identified through the URS review system	1, 8	IF	Student performance on assessments and report cards				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 3: KRA #1 World-Class Education: To increase student performance on college and career indicators

Performance Objective 1: -Increase the percentage of college ready graduates in Language Arts from 42% to 60%.
-Increase the percentage of students performing at the Advanced Academic Performance level on STAAR ELAR from 8% to 15%
-Increase the percentage of students performing at the Advanced Academic Performance level on STAAR Math from 7% to 15%
-Increase the percentage of students performing at the Advanced Academic Performance level on STAAR Writing from 3% to 15%
-Increase the percentage of students performing at the Advanced Academic Performance level on STAAR Science from 2% to 15%

Summative Evaluation: This objective will be measured using Accountability Summary Reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Counselor will provide drug awareness activities, Career Day, Character Education, and Red Ribbon Week	1, 2, 3, 9	Counselor	Student participation and performance on STAAR tests.				
	Funding Sources: 199 - Local - $500.00						
2) Students will participate in Career Day off-campus field trips: K- Magik 1st - Fire station 2nd- HEB 3rd - Freeman Colliseum/Agricultural Fair 4th- IWC 5th - UTSA/Transition/Toyota	1, 2, 9	Counselor	Student participation and performance on STAAR tests.				
3) Support training opportunities for counselor to attend	1, 4, 9	Principal	Decrease in referrals and increase in student performance on STAAR and benchmarks/assessments				
	Funding Sources: 199 - Local - $500.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 4: KRA #1 World-Class Education: To increase student performance for Limited English Proficient, Special Education and Migrant students to meet the challenging state, content, and student performance standards expected of all students

Performance Objective 1: -Increase Limited English Proficient student performance in ELA from 57% to 67%
-Increase Limited English Proficient student performance in Math from 60% to 70%
-Increase Special Education student performance in Reading from 30% to 50%
-Increase Special Education student performance in Math from 28% to 50%
-Increase Eco Disc student performance in Science from 46% to 66%
-Increase Migrant student performance in Reading from 49% to 65%
-Increase Migrant student performance in Math from 54% to 69%

Summative Evaluation: These objectives will be measured using Data Analysis Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Train general ed teachers on how to understand/utilize IEP's, accommodations,and modifications in the classroom	1, 2, 3, 9	Special Education Teacher	CWT's, lesson plan documentation, assessments				
2) Consistent collaboration between special education staff and general ed staff through documentation	1, 2, 8	IF	Collaboration documentation				
3) Conduct URS/ARD meetings to review special populations and individual students who are at risk. Gen ed and spec ed teachers will determine which accomodations/modifications/strategies will meet the student's needs.	1, 2, 8, 9	Principal	URS notes, assessments				
System Safeguard Strategy 4) Special Education Students will be provided services through quality lesson interventions through the use of but not limited to : MindPlay, Scholastic Library, and Mentoring Minds for Math, etc.	1	Special Education Teacher	Student performance on CBAs, TPRI/Tejas Lee, Fountas and Pinnell, Benchmarks, and STAAR				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: KRA #2 World-Class Family & Community Engagement: To provide frequent ongoing communication with parents about student achievement and district, campus and community programs through effective and varied types of school-to-home and home-to-school communications.

Performance Objective 1: Create and distribute monthly newsletters and calendars at Roy Cisneros Elementary.

Summative Evaluation: Posted Newsletters, Parent information binder

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Parent Facilitator will create monthly newsletters and calendars informing them of upcoming events, campus programs, community programs, AYP status, student achievement, parent training opportunities, etc.	4, 6	Parent Facilitator	Newsletters and Calendars				
	Funding Sources: 211 - Title I - $500.00						
2) Parent Facilitator will provide supplies to be used with/for parents in meetings, trainings, etc. and through hands on projects with parents/students	4, 6	Parent Facilitator	Posted Projects				
	Funding Sources: 211 - Title I - $800.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 5: KRA #2 World-Class Family & Community Engagement: To provide frequent ongoing communication with parents about student achievement and district, campus and community programs through effective and varied types of school-to-home and home-to-school communications.

Performance Objective 2: Create and distribute bi-annual newsletters and calendars (paper and e-mail versions) to Roy Cisneros parents.

Summative Evaluation: Newsletters and Calendars

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Parent facilitator will create bi-annual newsletter and calendars updating parents on previous events	4, 6	Parent Facilitator	Bi-Annual newsletters and calendars				
2) Parent Facilitator will attend trainings/conferences	1, 2	Parent Facilitator	Parental communication/awareness for involvement				
	Funding Sources: 211 - Title I - $150.00						
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 5: KRA #2 World-Class Family & Community Engagement: To provide frequent ongoing communication with parents about student achievement and district, campus and community programs through effective and varied types of school-to-home and home-to-school communications.

Performance Objective 3: Increase the number of parents utilizing txCONNECT

Summative Evaluation: Usage Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Parent facilitator along with the ITF will provide an information session to inform parents of txCONNECT	4, 6	Parent Facilitator	Log-in reports and Sign-in's				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 5: KRA #2 World-Class Family & Community Engagement: To provide frequent ongoing communication with parents about student achievement and district, campus and community programs through effective and varied types of school-to-home and home-to-school communications.

Performance Objective 4: Update 100% of teacher websites at Roy Cisneros Elementary throughout the 2013-2014 School year.

Summative Evaluation: Websites

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) ITF will update parent websites on school website at the end of every month for the upcoming month.	4, 6	Parent Facilitator	Website update monitoring log				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 6: KRA #2 World-Class Family & Community Engagement: To increase opportunities for parents to become engaged by expanding activities to those that can be done outside the school day and/or school building.

Performance Objective 1: Roy Cisneros Elementary will provide parents at least two opportunities a month to volunteer outside of school hours and/or the school building.

Summative Evaluation: Sign-In Logs

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Through parent newsletters, parents will be informed of upcoming events and volunteer opportunities	4, 6	Parent Facilitator	PTA sign-ins and Parent Volunteer log				
2) Provide monthly parent meetings designed by teachers for collaboration between parents, principal and teachers.	4, 6	Parent Facilitator	Agendas, sign in sheets				
	Funding Sources: 211 - Title I - $1255.00						
3) Provide opportunities for parents to attend parent conferences/trainings	4, 6	Parent Facilitator	Parent Involvement, sign-in sheets				
	Funding Sources: 211 - Title I - $600.00						

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 6: KRA #2 World-Class Family & Community Engagement: To increase opportunities for parents to become engaged by expanding activities to those that can be done outside the school day and/or school building.

Performance Objective 2: Increase the number of parents logging volunteer hours by 25% at Roy Cisneros Elementary.

Summative Evaluation: Sign-In Logs

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Parents will be notified through monthly newsletter/teacher requests of upcoming volunteer opportunities	4, 6	Parent Facilitator	Newsletter. Parent Volunteer sign in log				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 7: KRA #2 World-Class Family & Community Engagement: To provide coaching for learning activities at home, including homework and other curriculum linked activities and decisions related to them.

Performance Objective 1: Roy Cisneros Elementary will complete at least one training and one send-home activities per month for home-based instruction.

Summative Evaluation: Sign-In Sheets

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Parent Facilitator and CIS will coordinate and plan monthly learning activities that can be extended at home through homework practice and/or extended activities. (To be included in the monthly newsletter)	4, 6	Parent Facilitator and CIS	Sign-in Logs				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 7: KRA #2 World-Class Family & Community Engagement: To provide coaching for learning activities at home, including homework and other curriculum linked activities and decisions related to them.

Performance Objective 2: Roy Cisneros Elementary will provide at least one training per month for a home-based activity targeted to a specific population of students who are struggling with a particular concept in school.

Summative Evaluation: Sign-In Sheets

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Parent Facilitator, CIS, IF, AIT, and Administration will collaborate to address the needs of students who are struggling with a particular concept in school across the grade levels.	4, 6	Parent Facilitator	Sign-in Logs				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 7: KRA #2 World-Class Family & Community Engagement: To provide coaching for learning activities at home, including homework and other curriculum linked activities and decisions related to them.

Performance Objective 3: Roy Cisneros Elementary will complete at least one activity per month aligned with a district initiative.

Summative Evaluation: Sign-In Sheets

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Parent Facilitator and CIS will plan monthly activity aligned with a district initiative	4, 6	Parent Facilitator	Sign-in Logs				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 8: KRA #2 World-Class Family & Community Engagement: To include parents in district and campus decisions, governance, and advocacy through district and campus PFACs, DEIC, SHAC, Parent and Teacher Associations, school councils, committees, and other parent organizations.

Performance Objective 1: 100% of committees requiring parent and community members will have named members.

Summative Evaluation: Sign-In Logs

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) PTA will hold nominations/elections for PTA officer positions	6	PTA President	Agenda and Sign-in logs				
2) CPOC will nominate/designate a parent to represent the community during CPOC meetings.	1, 2, 6	CPOC	CPOC minutes, Agenda, and Sing-in logs				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 8: KRA #2 World-Class Family & Community Engagement: To include parents in district and campus decisions, governance, and advocacy through district and campus PFACs, DEIC, SHAC, Parent and Teacher Associations, school councils, committees, and other parent organizations.

Performance Objective 2: 100% of committees requiring parent and community members will have parent and/or community member attendance at least 50% of the time meetings are held.

Summative Evaluation: Sing-In Logs

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Parent meetings will be communicated through monthly newsletter	4, 6	Parent Facilitator	Newsletters				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 9: KRA #2 World-Class Family & Community Engagement: To connect parents to resources and services for families, students, and the campuses with businesses, agencies and other groups that provide services to the community.

Performance Objective 1: -Increase the number of active business and community partnerships with Roy Cisneros Elementary.

Summative Evaluation: Sign-In Sheets

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Parent Facilitator, CIS, and Counselor will provide parents with access to community businesses such as The Neighborhood Place and Girl Scouts Organization through newsletters and/or at monthly meetings (PTA, etc.)	4, 6	Parent Facilitator	Newsletters, Agendas, Sign-in logs				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 10: KRA #3 World-Class Instructional Support System: To support student academic achievement through increased attendance, improved discipline, and a civil school environment

Performance Objective 1: -Increase the percent of students in attendance at Roy Cisneros Elementary.

Summative Evaluation: The performance of this objective will be evaluated using attendance data from iTCCS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Recognize and offer incentives to classrooms who have the highest attendance on a monthly basis.	1, 2, 9	AP	Attendance reports				
	Funding Sources: 199 - Local - $1000.00						
2) Inform parents of attendance policy as well as on-going campus attendance % to include tardies, excused/unexcused absences, etc. via marquee	1, 2, 9	AP	Attendance data from iTCCS				
3) Implement tardy/absent roster system that Campus Parent Facilitator, Assistant Principal, and Office staff will use to call parents of students who are tardy/absent.	1, 2, 9	AP	Attendance data from iTCCS				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 10: KRA #3 World-Class Instructional Support System: To support student academic achievement through increased attendance, improved discipline, and a civil school environment

Performance Objective 2: -Decrease the percentage of students with disciplinary incidents

Summative Evaluation: The performance of this objective will be evaluated using discipline data from iTCCS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Implementation of CHAMPS initiative as needed	1, 2, 4, 9	AP	Staff development sign-in, decrease in office referrals				
2) Implementation of PBIS guidelines, campus-wide rules, etc.	1, 2, 4, 9	AP	Discipline data from iTCCS				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 10: KRA #3 World-Class Instructional Support System: To support student academic achievement through increased attendance, improved discipline, and a civil school environment

Performance Objective 3: Roy Cisneros Elementary will demonstrate increases on measures of civility and safety in the PBIS survey to over 80% on average

Summative Evaluation: PBIS campus survey

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Administration will be TOT for CHAMPS implementation with support from PBIS	1, 2, 4, 9	Principal	Decrease in office referrals				
2) PBIS team will create and implement incentive program for positive reinforcement .	2, 3, 9	AP	Decrease in office referrals				
3) Door to the outside will be monitored and/or locked throughout the school day and assessable through badge system after hours.	1, 2	AP	Safety of campus, PBIS surveys				
4) Staff will adhere to implementation of assigned morning duty at designated stations.	1, 2	AP	Safety of campus, PBIS surveys				
5) Safety protocol training on lock-downs and fire drills.	1, 2	AP	Safety of campus, PBIS surveys				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 11: KRA #3 World-Class Instructional Support System: To provide a wellness program so students are healthy and prepared to succeed in school

Performance Objective 1: -Decrease the percent of students with disciplinary referrals for Bullying, Harassment and Habitual Fighting to 0.59%
-Increase the percent of students who are outside their recommended Body Mass Index and showing improvement to 100%

Summative Evaluation: The performance of these objectives will be evaluated using discipline data, school nurse's data and physical fitness data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) "Say No to Bullying" campaign will be monitored and classroom lessons/activities will be facilitated by the counselor.	1, 2, 9	Counselor	Decrease in referrals				
2) Coaching staff will administer physical fitness assessments, analyze data, and develop fitness plan as deemed necessary. Nurse will notify staff of students with respiratory conditions that may effect their ability to perform at expected levels.	1, 8, 9	Coaching Staff, Nurse	Fitness gram report				
3) Implement a health and wellness program/club	1, 2, 9	Nurse, Coach	Increased amount of students meeting the Fitness Gram assessment.				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 12: KRA #4 World-Class Operational Support System: To provide technology infrastructure and services to effectively and efficiently support all schools and departments

Performance Objective 1: -Increase student access to computers and mobile devices at Roy Cisneros Elementary.

Summative Evaluation: Computer Lab Sign-In Log

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Support will be provided to teachers by ITF for integration and implementation of technology.	1, 2, 4, 9	ITF	CWT's, student products				
2) Students will participate in a technology piloted classroom (Room D123)	1, 2, 9	ITF	CWT's, student products				
	Funding Sources: 199 - Local - $38750.00						
3) Classrooms will be equipped with technology enhancing the learning experience (desktops (monitors), document cameras, teacher laptops,Promethean Boards, etc.)	1, 2, 9	ITF	CWT's, student products, technology tools utilized in the classroom				
	Funding Sources: 199 - Local - $600.00						
4) Staff will submit work orders in a timely manner.	1, 2, 9	ITF	Completed work orders				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 13: KRA #4 World-Class Operational Support System: To operate a child nutrition program to promote student wellness

Performance Objective 1: - Increase the number of students participating in the school lunch program.

Summative Evaluation: Cafeteria Monitor Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) All present students will eat a school lunch daily.	10	Cafeteria Staff Manager	Lunch count report				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 13: KRA #4 World-Class Operational Support System: To operate a child nutrition program to promote student wellness

Performance Objective 2: - Increase the number of students participating in the school breakfast program.

Summative Evaluation: Cafeteria Monitor Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) All present students will eat breakfast on a daily basis.	10	Cafeteria Staff Manager, Teachers	Breakfast count report				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 14: KRA #4 World-Class Operational Support System: To improve school safety an security at all schools and district facilities.

Performance Objective 1: Roy Cisneros will follow district procedures for keeping main entrance and all other entrances locked during school hours and will require all visitors on campus to sign in with the front office using the IPad.

Summative Evaluation: Sign-In Rosters

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) All visitors will be required to sign in on the IPad and wear a visitor's pass while on campus	6	Office Staff	Sign-in documentation				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 15: KRA #4 World-Class Operational Support System: To meet the transportation needs of all schools and departments

Performance Objective 1: -Complete all transportation requests for field trips.

Summative Evaluation: Transportation Documentation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Teachers will complete field trip forms in a timely manner.	1, 2, 6, 9	Secretary	Field trip forms, transportation request forms				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 16: KRA #5 World-Class Team: To provide continuous professional growth opportunities for all staff members

Performance Objective 1: -Increase the percentage of teachers who have taken CHAMPS Classroom Management Training. Provide training to auxillary and Paraprofessional staff related to their job description to increase performance and effectiveness at Roy Cisneros Elementary.

Summative Evaluation: Staff Development Sign-In

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Staff in need of behavioral/classroom management system will be trained on Champs.	1, 2, 9	IF	Decrease in office referrals				
2) Thinking Maps training and implementation for consistency throughout grade levels	1, 2, 3, 9	AIT	CWT's, student products, lesson plans				
3) Teachers will attend New Math TEKS training provided by Rick Jenkins	1, 2, 3, 9	Administration	Increased performance on benchmarks, STAAR				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 17: KRA #5 World-Class Team: To employ, induct and retain world-class staff

Performance Objective 1: Provide support to all staff, including auxillary paraprofessional and professional to enhance their performance and effectiveness.

Summative Evaluation: The performance of this objective will be evaluated using PDAS Reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Provide new teachers with on-going support from an assigned, knowledgeable, experienced mentor	1, 2, 3, 9	IF	Mentor Logs, CWT's				
2) Provide new and returning teachers will a "Survival Support Manual"	1, 2, 9	Adminstration, IF	CWT's, STAFF survey				
3) Provide a positive working relationship with cooperative university programs in assisting student teaches in their educational program.	5	IF	Sign in logs of on site student teachers; employment of former student teachers				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 18: KRA #5 World-Class Team: To ensure that staff are held accountable for their performance through aligned evaluations

Performance Objective 1: -Increase the percentage of evaluation instruments that are aligned with job descriptions

Summative Evaluation: The performance of this objective will be evaluated using Human Resources Reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Teachers and Staff will be evaluated based on PDAS expectations set forth and communicated by Administration.	1, 2	Administration	CWT's, PDAS, HR reports				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 19: KRA #5 World-Class Business Support System: To improve and maintain quality employee relations

Performance Objective 1: Provide monthly campus meetings to address concerns, needs, and improvements, in conclusion fostering employee relations with all staff.

Summative Evaluation: The performance of this objective will be measured using Human Resource Reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Administration will meet with campus union representative when concerns arise.	1	Administration, Campus Union Representative	HR reports, meeting documentation	✓			
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 20: KRA #6 World-Class Facilities: To ensure the construction, upgrade, and maintenance of facilities meets the needs of students and staff

Performance Objective 1: -Increase the percentage of maintenance work orders that meet time standards based on priority standards
-Increase the percentage of customers who express satisfaction regarding completed work orders

Summative Evaluation: The performance of this objective will be evaluated using work order completion logs and workorder satisfaction surveys.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Staff will submit work orders to address maintenance issues.	1, 2	AP	Work order log completion				
2) Establish a meeting schedule with custodians to discuss building maintenance, cleanliness concerns and to relay clear expectations.	1, 2	AP	Teacher surveys, audits				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 21: KRA #6 World-Class Facilities: To meet standards to maintain clean schools and district facilities

Performance Objective 1: -Maintain cleanliness at Roy Cisneros Elementary.

Summative Evaluation: The performance of this objective will be evaluated using custodial reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Create and implement assigned area checklists for custodians.	1, 2	Administration	Monitor check list				
2) Create and implement checklist expectation for teachers/students	1, 2	Grade Level Lead	Monitor check list				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 22: KRA #7 World-Class Business Support System: Standardize business operations transactions to increase efficiency and effectiveness

Performance Objective 1: -Increase efficiency as measured by processing time of specific tasks associated with business processes.

Summative Evaluation: The performance of this objective will be evaluated using payroll and purchasing reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) To improve on all purchase order and turn around time.	1, 2	Principal, Secretary	Enhance student performance				
2) To clearly communicate rules and procedures for using funds from each account	1, 2	Principal, Secretary	Decrease number of returned requisitions				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

Goal 23: KRA #8 World-Class Business Support System: To ensure accurate accounting and maintenance of district inventory

Performance Objective 1: Implement the Fixed Assets software process:
current fixed assets data imported
staff trained on the use of fixed assets software

Summative Evaluation: Work Order Logs

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Provide teachers/staff/parents proper training on the use of new copier machines	2	Data Clerk	Decrease in work orders	✓			
✗ = Discontinue ○ = No Progress ◔ = Some Progress ◕ = Considerable ✓ = Accomplished							

Goal 24: KRA #8 World-Class Fiscal Performance: To ensure that funds are spent in accordance with the board approved budget and district improvement plan

Performance Objective 1: Maintain fiscal and budgeting policies and regulations at Roy Cisneros Elementary, to ensure compliance with District Improvement Plan.

Summative Evaluation: Budget

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Staff will submit appropriate, approved purchase orders within timeline parameters given.	1, 2	Principal	Less corrected invoices and turn around time for resources to be in reduced				

= Discontinue = No Progress = Some Progress = Considerable = Accomplished

Goal 24: KRA #8 World-Class Fiscal Performance: To ensure that funds are spent in accordance with the board approved budget and district improvement plan

Performance Objective 2: -Decrease the amount of outstanding Invoices

Summative Evaluation: Purchasing/Budget reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Jan	Jan	Mar	June
1) Secretary will monitor outstanding invoices weekly	1, 2	Secretary	Decrease in the amount of outstanding invoices				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	13	Students will participate in the Science Fair using district aligned rubric allowing the campus science committee to judge projects with integrity, etc. This will also support their science curriculum and expectations. Students will be provided display boards and materials.
1	1	14	Students will participate in campus/district instructional programs to support student progress:Mini Science Camp and Science parades (every nine weeks k-5)
1	1	16	Best practices in the CSCOPE framework will be followed by teachers to include Performance Indicators in Math, Science and Social Studies (K-5th) enhancing explicit instruction for student success
1	1	25	Provide teachers the opportunity to attend trainings/conferences to include but not limited to Science content
4	1	4	Special Education Students will be provided services through quality lesson interventions through the use of but not limited to : MindPlay, Scholastic Library, and Mentoring Minds for Math, etc.

Campus Funding Summary

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Supplemental Pay	11611801104430	$17,270
5	1	1	Furniture and Electronic Supplies	6163950010400430000	$500
5	1	2	Supplies	21161639900104430000	$800
5	2	2	Travel for Parent (Staff) Faciliator	6164110010400430000	$150
6	1	2	Misc Supplies (Snacks for meetings and items not covered under general supplies, i.e., incentives, plaques, awards for parents, etc.)	6164990010400430	$1,255
6	1	3	Travel - Parents Confernce	616419001040043000	$600
				Sub-Total	$20,575

199 - Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13	Science display boards and materials	11639900104411	$700
1	1	21	Supplies/Snacks/Misc. - Robotics	36639909104499	$145
1	1	21	Transportation	36641200104499	$300
1	1	21	Robotics/UIL Meals/Snacks	36641201104499	$300
1	1	21	Supplies/Snacks/Misc. - UIL	36639999104499	$300
1	1	22	STAAR related reources to include but not limited to Rally Education resources	11639900104411	$56,800
1	1	23	Student Travel/Transportation	11641200104411	$12,000
1	1	23	Meals/Snacks for out of town field trips	11641201104411	$500
1	1	24	Leadership Travel	236411	$7,000
1	1	25	Staff development - Travel/Training opportunities	136411	$2,000
2	1	3	Supplemental Pay	13611800104499	$22,400
2	1	3	Misc. Operating Expenses - snacks for teacher planning, meetings, other	236499	$3,000
3	1	1	Supplies	316399	$500

3	1	3	Travel for Counselor	316411	$500
10	1	1	Incentives/Rewards/Snacks	116499	$1,000
12	1	2	Technology equipment - IPads	126395	$38,750
12	1	3	Updated Monitors	199236395	$600
				Sub-Total	$146,795
				Grand Total	$167,370