

San Elizario Independent School District

Borrego Elementary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps



Mission Statement

We, the faculty and staff at Borrego Elementary, are committed to excellence. We strive to create a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

Vision

The faculty and staff at Alfonso Borrego Sr. Elementary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations, that will develop lifelong learners who are confident, competent, and contributing members of society.

Value Statement

At Borrego Elementary, where Character Counts!! Where Rams are always Respectful, Responsible and Ready!!!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

San Elizario Independent School District is a public school district serving over 3,800 students in far west Texas. SEISD encompasses a geographical area of 16 square miles approximately 15 miles southeast of El Paso, Texas. It is bordered on its southern boundary by the Rio Grande River and Mexico. Alfonso Borrego Sr., Elementary is one of 6 campuses in the San Elizario Independent School District and was built in 2001. Alfonso Borrego Sr. Elementary currently serves a population of approximately 470 students in grades 1 through 6. The student population is 99% Hispanic, greater than 85% economically disadvantaged, 73% at risk, and 60% limited English proficient. The student mobility rate for the campus is approximately 16%, The average daily attendance rate for students is 97%.

Demographics Strengths

Our 97% attendance rate shows that our students regularly attend school, and the fact that they do maximizes opportunities for students to be able to keep up with instruction.

Our student population is homogeneous in nature.

With approximately 470 students across 6 grades, our campus averages approximately 78 students per grade level, making the school and its grade levels manageable with respect to size; students are also able to receive small group and individualized instruction in an easier manner, and their academic strengths and needs for improvement can be more easily identified and addressed.

Demographics Needs

Our mobility rate is a concern as we have students move from one district to another and back. This requires teachers to make an even greater amount of effort to assess and identify instructional gaps to ensure these students are successful, and an added challenge is present when it comes to bringing these students up to speed academically.

Our campus has high economically disadvantaged, at-risk, and limited English proficient populations. Our limited English proficient population continues to be the most critical population with respect to ensuring that the achievement gap continues to be closed between that population and their non-LEP counterparts.

Student Achievement

Student Achievement Summary

Our campus received the state accountability rating of "Met Standard" for 2015-2016 performance, marking the fourth consecutive year that Borrego Elementary has met the state accountability rating requirements in all four rated indices.

2015-2016 represented a year of substantial overall improvement in student achievement at Borrego Elementary. All four accountability indices showed moderate to significant gains, and most STAAR grades and subjects saw growth. STAAR Final Level II (postsecondary readiness) performance percentages increased.

We must continue to work to increase some areas more than incrementally, increase Final Level III (Advanced) performance percentages, and continue to close gaps with our ELL and special education populations.

Student Achievement Strengths

*Index 1 (Student Achievement) was 71, 11 points greater than the established target of 60.

*Index 2 (Student Progress) was 45, 13 points greater than the established target of 32.

*Index 3 (Closing Performance Gaps) was 42, 14 points greater than the established target of 28.

*Index 4 (Postsecondary Readiness) was 26, 14 points greater than the established target of 12.

*Significant growth was made in STAAR mathematics across grades 3-6, with an overall improvement of 13% in passing rate.

*Grade 5 Reading and Grade 5 Science both achieved gains of more than 20 percentage points in passing rate.

*Final Level II (Postsecondary Readiness) percentages significantly improved in Reading (27%), Writing (44%), and Science (26%)

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

*Our campus received a State Accountability Distinction Designation for Top 25% Student Progress (Index 2)

*Our campus received a State Accountability Distinction Designation for Top 25% Closing Performance Gaps (Index 3)

Student Achievement Needs

*More students need to continue to pass at the Level III (Advanced) percentage in all subjects.

*Despite overall improvements, system safeguards continue to be present within the ELL and special education areas, continuing to make those populations a priority to address.

*It is necessary to build on the incremental gains that were seen in grades 3-6 reading and grade 4 writing.

*In particular, grade 6 reading needs an immediate boost in performance, as 49% passing is not an acceptable level of performance.

School Culture and Climate

School Culture and Climate Summary

The culture and climate at Alfonso Borrego Elementary is success oriented. Our campus has implemented the Positive Behavior and Intervention Support for the past two years. Our campus is considered a safe and welcoming environment conducive to learning. Our students know what is expected of them both behaviorally and academically. Our students are Respectful, Responsible and Safe!

School Culture and Climate Strengths

We recognize our students' efforts every nine weeks for: attendance, A and AB honor roll and to those students who have met the recommended accelerated reading points.

Once a month the Kiwanis recognize our Terrific students for every classroom. Under our new Character Traits initiative we will recognize students who receive a Character In Action (CIA) referral for demonstrating outstanding character through morning or afternoon announcements.

School Culture and Climate Needs

We would love to increase parent involvement by showcasing student work and providing activities for parents to get involved in the learning process of their child.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Borrego Elementary employs 33 teachers, to include 4 special education teachers, 1 computer lab teacher, and one PE coach. The average number of years our staff has been teaching is 10 years, and they have taught for an average of 9 years in San Elizario ISD. We also have a requisite number of paraprofessionals on hand to assist our learning community, and we have two instructional specialists who provide support in the core areas of the curriculum.

Staff Quality, Recruitment, and Retention Strengths

A good number of teachers at Borrego have taught here for a number of years and have proven to be effective; several of them are recognized in the district for their expertise and their service. Additionally, over the last three years, over 10 new teachers have come to Borrego, clearly illustrating the campus as a popular destination for faculty with potential.

Staff Quality, Recruitment, and Retention Needs

Although many of our new teachers are experiencing success, the number that have three years of experience or less makes it necessary to ensure that they are provided appropriate staff development to grow in their craft, as well as access to effective mentors. With that, as we continue to grow academically, all of our teachers must be provided the same opportunities to continue to learn and apply new teaching strategies.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

First and second graders are assessed using the Developmental Reading Assessment (DRA) and/or Evaluacion Del Desarrollo De La Lectura (EDL) and TPRI, TejasLEE reading inventories. Students in grades third through sixth are assessed on the State of Texas Assessment of Academic Readiness (STAAR). All grades 1-6, are assessed with TEKS Resource System's (TRS) unit assessments in reading, math, science and social studies, district benchmarks, and running records.

Implementation of Reader's and Writer's Workshop/The Daily 5 Model approach, with a well-planned guided reading structure, will be implemented for all grade levels by utilizing a guided reading binder to progress monitor all students in the area of reading and meet each student's individual needs.

The Interactive Student Notebook is used extensively in all grade levels and content areas to increase organization and understanding of the content, as well as to make connections to previous lessons.

All teachers grades 1-6 are implementing the TRS scope and sequence and we continue to utilize a professional learning community to ensure alignment and quality instruction.

Curriculum, Instruction, and Assessment Strengths

We have implemented a ninety minute planning/professional development block for all grade levels. Teachers are required to submit one lesson plan for the grade level in the TEKS Resource System for core content areas and align all grades in each content area; this ensures collaboration and relevant engaging activities among grade levels. Teachers are utilizing Thinking Maps, ELPs strategies and interactive student notebooks in all content areas to increase the level of understanding. In the area of reading, all teachers are required to keep a guided reading binder that includes: student Istation/running record data, lesson plans, Tier I,II,III data analysis to progress monitor student reading levels and ensure all students are reading at the appropriate grade level. The focus for improvement will be in the five reading components: phonological awareness, phonics, fluency, vocabulary development and comprehension.

Curriculum, Instruction, and Assessment Needs

The implication for our staff to continue to be proficient at developing and delivering lessons that are rigorous and relevant. The use of the TEKS Resource System; the instructional focus document and year at a glance are effective tools for teachers to strengthen their knowledge and understanding of the standards. The focus for improvement will be in the five reading components: phonological awareness, phonics, fluency, vocabulary development and comprehension. Implementation of Reader's and Writer's Workshop/The daily 5 Model approach, with a well-planned guided reading structure, will be implemented for all grade levels.

Through the use of Empowering Writers in grades 1st-6th our writing program will be aligned. This will assist students in the fourth grade writing state assessment.

Our campus will support the district's vision in the application of Differentiated instruction. We are committed to providing additional staff development in this area and will look for evidence of differentiation in lesson plans and walkthrough's, whether formal or informal. We look forward to building our Literacy Center and holding teachers accountable for use of the materials and wide variety of leveled books. Most important is developing the teacher's understanding of rigorous and high level thinking in every content area, lesson plan, and learning activity.

Family and Community Involvement

Family and Community Involvement Summary

Borrego Elementary strives to involve parents and the community in the education of all students. We believe positive parental and community involvement experiences help to improve student success. We want to continue building upon existing relationships with parents and the community in an effort to achieve our academic goals.

Family and Community Involvement Strengths

We strive to increase our parent involvement by:

- Parent/Community Involvement in district-level committees to include the District Advisory Team (DAT), Language Proficiency Assessment Committee (LPAC), Migrant Parent Advisory Council (MPAC), and the Health Advisory Council (HAC)
- Documented Parental Involvement/Volunteer Hours and Activities at all campuses in the district.
- District Adult Education (Basic Literacy, ESL, GED, Computer Education, Citizenship, etc.)
- Annual Summer Parent Institute

Family and Community Involvement Needs

We will strive to increase our parent involvement numbers, for our students to thrive at higher levels with a stronger school-home relationship. Based on our current participation rate, it will be necessary for us to continue to survey our parents to ensure that the topics we are offering are of interest. We are seeking new ways to promote sessions for parents. Phone reminders will continue, especially to families that would benefit from any of our sessions. In addition to these strategies, more opportunities for the administrator to interact with families will be incorporated.

School Context and Organization

School Context and Organization Summary

Borrego Elementary works to live the site-based decision making process in the most authentic way possible. The principal and assistant principal provide the necessary leadership, and a combination of experienced and newer members of the faculty and staff assist with recommendations and reviews of school processes and operations. It should be stressed that Borrego Elementary is a school where everyone has a voice.

School Context and Organization Strengths

Our principal is in her fifth year at the campus, and our assistant principal is in her third year, making the administrative team one that has gained experience and has not undergone recent change. In the last two years, two instructional specialists have been added to the staff, and they provide needed academic support to teachers in the core subject areas. Many new teachers have been hired in the past two to three years, and some of them have become quite proficient at their craft very quickly.

School Context and Organization Needs

Over a four-year period of time, the restructuring effort at Borrego Elementary has begun to pay off. However, it must be understood that the new faculty who have come in must continue to be supported so that they can continue to grow, and that it is incumbent on our principal and assistant principal to ensure that all teachers are placed in assignments that best suit their strengths to contribute to student achievement.

Technology

Technology Summary

Alfonso Borrego Elementary School is equipped with wireless computers and Promethean Boards. Students are provided with educational opportunities through the use of updated technological equipment as well as highly trained instructors who incorporate this equipment into their lessons. The Promethean Boards allow teachers to quickly access information for lesson presentations and to assess student learning. Teachers were able to quickly assess students' understanding in a risk free environment through the use of alternative response format using Activotes and other strategies; using various resources including TEKS Resource System, United Streaming, and Brain POP and STEMScopes.

Technology Strengths

Some teachers are currently utilizing the interactive boards in some content areas as determined by PDAS data. Currently students have access to iPods, iPads and chrome books to use in all content areas. Our goal is to ensure every student is assigned an iPad or chrome book. This year all our fifth and sixth grade students have an iPad or a chromebook; our Social Studies and Math books are online for these grade levels.

Technology Needs

Our focus is for all teachers to utilize interactive boards in all content areas. Our campus technology instructor will support all teachers in ensuring success in implementation of instruction utilizing technology. Our new teachers will be trained on how to integrate these iPads for higher learning and higher engagement. Additionally, First and Second grade classes have a minimum of eight iPads in the classroom. Our primary goal is to improve student academic achievement through the use of technology; to ensure mastery of technology application TEKS by the time the student completes sixth grade.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

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






Goals

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

Performance Objective 1: All students will increase performance as measured by STAAR Grades 3-6 Reading from 68% to 75% meeting the 2016-2017 passing standard. All students will increase performance from 27% to 34% meeting the Final Level II standard. All students will increase performance from 15% to 22% meeting the Level III Advanced standard

Summative Evaluation: 2016-2017 STAAR Grades 3-6 Reading Assessment Results: All Students, Special Education Population






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Guided Reading leveled books and binders to address individual student progress; to include TPRI/Tejas LEE data, DRA/EDL Running Records, lesson planning to ensure students are reading on grade level.</p> <p>Binders and AR summary sheets are reviewed by administration every week; to address interventions for all students (Weekly).</p> <p>Merriam Webster's Intermediate Dictionary for resources. Recognition Awards for EOY Award Assemblies.</p>	1, 2, 7, 8, 9, 10	Campus Administration	<p>T-TESS walkthroughs and formal evaluation DRA/EDL/TPRI/Tejas LEE-BOY, MOY, EOY</p> <p>Running Records: Tier 1,2,3 Reading group Lesson Plans District benchmarks Units and common assessments Student progress reports and report cards</p>				
Funding Sources: None Needed							
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Apply Reader's Workshop Model and or Daily 5 Model approach to include read aloud, shared reading, authentic literacy activities using Mentoring Minds, STAAR Master (ECS Learning), Mastery Education, Comprehension Toolkits, Peoples Education to address the five reading components. Esperanza Program and Foundations, for grades 1 and 2 (Daily).</p>	1, 2, 7, 8, 9, 10	Campus Administration and classroom teachers	<p>T-TESS walkthroughs and formal evaluations, lesson plans, common and unit assessments, district benchmarks, AR Reports, Student ISNs, Student progress reports and report cards</p>				
Funding Sources: None Needed							

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) At-risk students will be provided with after school, extended day tutoring sessions, grades 3-6, 3:30-4:30, and Saturday School. Transportation will be provided for these activities (Weekly).</p>	1, 2, 9	Campus Administration, Campus Instructional Specialists, Classroom Teachers	STAAR and TRS Common Assessment Data				
Funding Sources: 199: General, State Compensatory Education - \$20220.00, 199: General, State Compensatory Education - \$10000.00							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide research-based interventions aligned to the TEKS-scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits) (Daily)</p>	1, 9	Campus Administration	Lesson Plans, Classroom Walkthroughs, Student At-Risk Documentation				
Funding Sources: 199: General, State Compensatory Education - \$20200.00							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students (Daily)</p>	1, 2, 9, 10	Campus Administration	Lesson Plans, Classroom Walkthroughs, Student At-Risk Documentation				
Funding Sources: 199: General, State Compensatory Education - \$168480.00							
<p>6) An instructional aide will assist teachers in preparation and management of classroom activities, and will provide direct instruction to students under teacher supervision (1 FTE) (Daily).</p>	1, 2, 9	Campus Administration Classroom Teachers	Documentation of teacher aide activities, both during and outside of instructional time.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - \$25213.02							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: All students will increase performance as measured by STAAR Grade 4 Writing from 69% to 75% meeting the 2016-2017 passing standard. All students will increase performance from 44% to 50% meeting the Final Level II standard. All students will increase performance from 15% to 21% meeting the Level III Advanced standard.


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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Implement Empowering Writers and Writer's workshop model for grades 1 - 6 to ensure students develop writing strategies, utilize graphic organizers and rubrics; to ensure success in the writing process.	1, 2, 3, 8, 9, 10	Campus Administration Campus Instructional Specialists Classroom Teachers	T-TESS Walkthroughs and formal evaluations. Lesson Plans Students Writing I.S.N. District benchmarks Unit and Common assessments Writing Prompts / Rubrics Student progress reports and report cards				
Funding Sources: None Needed							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: All students will increase performance as measured by STAAR Grades 3-6 Mathematics from 73% to 80% meeting the 2016-2017 passing standard. Students served in Special Education will increase performance from 43% to 60% (System Safeguard). All students will increase performance from 23% to 30% meeting the Final Level II standard. All students will increase performance from 11% to 18% meeting the Level III Advanced standard.


Summative Evaluation: 2016-2017 STAAR Grades 3-6 Mathematics Assessment Results: All Students, Special Education Population

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Implementation of guided math to include math stations to increase number sense for grades 1-6; with the support of Houghton Mifflin Harcourt textbook adoption/McGraw Hill and Mentoring Minds, Singapore Math, STAAR Master (ECS Learning) and Peoples Education;Target Math(LoneStar Learning);Think Through Math, STAAR Ready, Reflex Math and Math Manipulatives to align to new standards (Daily).</p>	1, 2, 3, 8, 9, 10	Campus Administration, Others include District Instructional Officers.	T-TESS walkthroughs and formal evaluations Student ISN's Lesson Plans District benchmarks Unit and common assessments Student progress reports and report cards				
Funding Sources: 199: General, Basic - \$1889.73							
							

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

Performance Objective 4: Students will increase performance as measured by STAAR Grade 5 Science from 76% to 85% meeting the 2016-2017 passing standard. All students will increase performance from 26% to 35% meeting the Final Level II standard. All students will increase performance as measured by STAAR from 7% to 15% meeting the Level III Advanced standard.






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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) To implement Stem Scopes; to include vocabulary development and the scientific process; Science content folders. (Daily) Peoples Education measuring Up: Hands on investigations.	1, 2, 3, 8, 9, 10	Campus Administration Classroom Teachers	T-TESS: Walkthroughs and formal observations. Students Science I.S.N. Common assessments every 9 weeks District Benchmarks				
Funding Sources: 199: General, Basic							
							

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

Performance Objective 5: Students, faculty, and staff will demonstrate proficiency in technology applications in all content areas, evidenced by an average overall increase of one progress level in the teaching/learning category of the Texas STAAR chart. The rating of "Exemplary" will continue to be achieved in the "Digital Learning Environment" area of Community and Student Engagement.


Summative Evaluation: 2016-2017 Texas STAAR Chart Results: All Students, Faculty, and Staff; Digital Learning Environment Rubric and Rating (Community and Student Engagement)

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Each student will have their own electronic device; Chrome books and/or iPads and carts which will be used for extending the learning in all content areas; Accelerated reading, StemScopes; Social Studies Weekly; Reading A - Z, Think Through Math online resources. Devices to be used by students in activities integrating technology in all content areas to include RAM TV in every classroom. (Daily) Reflex Site License	1, 2, 3	Campus Administration. Technology Teacher Classroom Teachers.	T-TESS walkthroughs and formal evaluations Lesson Plans Accelerated Reading Reports				
2) Integrate technology software and hardware to increase performance in science: (United Streaming, Brain Pop, Promethean Board or interactive projectors in the science labs, CD's for classrooms, Nearpod, STEMscopes, iPads, iPods, ELMO). (Daily) License for Chromebooks.	1, 2, 3, 8, 9	Principal, Assistant Principal, Teacher, Planning and Instruction Department Personnel, Instructional Specialist	Lesson Plans Walkthroughs Unit Assessments/Benchmarks STAAR Results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 6: 2016-2017 STAAR performance for special populations to include English Language Learners, Gifted and Talented, students served in Special Education, and Students in Transition (Homeless/Migrant) will increase by 10% per special population in each assessed subject through the provision of appropriate differentiated curricula and instruction. Performance in specific population-based assessments/plans (TELPAS, IEPs) will increase in level of proficiency by 10% (TELPAS Composite Rating Increase of At Least One Level: 46% to 56%)

Summative Evaluation: 2016-2017 STAAR Results, Grades 3-6; TELPAS Results, Grades 1-6; Stanford and/or Aprenda, Torrance, Gates and NNAT2 Results, Grades 1-6; Student Individual Educational Plans (IEP's); Community and Student Engagement Rubric and Ratings: Second Language Acquisition Program, Programs for Gifted/Talented Students, Dropout Prevention

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Implementation of Guided Language Acquisition Design (GLAD) and English Language Proficiency Standards, by trained teachers in all content areas. Esperanza Phonics program (Valley Speech Lang. and Learning Center) to support Readers workshop in Bilingual classrooms. StemScopes Interactive Science Lessons to extend Gifted and Talented program (Daily). Electronic resource for students in special Education class.</p>	1, 2, 3, 7	Campus Administration Bilingual Education Coordinator Classroom Teachers	T-TESS walkthroughs and summative evaluations Implementation of ELPS/English Lang. Objectives DRA/EDL Assessments LPAC Minutes Woodcock-Munoz Assessment Student ISN's GT Nominations/TeamQUEST Student Progress and Report Cards				
Funding Sources: None Needed							
2) Provide services to Homeless/Transition students including but not limited to supplies, materials, clothing, and/or shoes (Daily).	1, 2, 6, 9, 10	Campus Administration Campus Counselor Parent Liaison Classroom Teacher District Homeless Liaison	T-TESS Walkthroughs and formal observations. Students I.S.N. Common assessments every 9 weeks District Benchmarks Counseling Reports to families identified as homeless				
Funding Sources: None Needed							
3) Purchase GT testing materials and scoring services for GT-nominated students.	1, 2, 7, 10	Principal; Director of Instructional Programs	GT nomination folders; score reports				
Funding Sources: 199: General, Gifted & Talented							
							

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

Performance Objective 1: Provide high quality professional development to faculty, instructional specialists, and staff that will increase instructional effectiveness and student academic achievement.





Summative Evaluation: T-TESS Walkthroughs, Formal Observations, Summative Evaluations;

STAAR Results, Grades 3-6;

/DRA/EDL/Running Records;

TELPAS Results; ITBS Results; Documentation of 10% increase in completed professional development offerings from previous school year.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
<p>1) Professional Development through Region 19: Empowering Writers; Higher Level Questioning; Dyslexia Network; Reading Academies for all grade levels</p> <p>Provide GT professional development in the update and core courses Via online /ECET2EP TX (grades 4-6)</p> <p>Professional development via Think Outside the Box (TOTB) to address STEM topics for the STEMDolls teachers.</p> <p>TABE Conference for bilingual teachers (2 teachers and 1 administrator)</p>	1, 2, 3, 4, 5	Campus Administration Campus Instructional Specialists	Attendance and completion of Instructional Excellence Academy/T-TESS Walkthroughs and summative evaluations; Learning Walks Lesson Plans District Benchmarks Unit/common assessments Student ISN's, progress and report cards				
Funding Sources: District Level Funding - \$0.00							
<p>2) Provide professional development for K-2 reading diagnostic TPRI / TejasLee Trainer of Trainer Workshop to ensure that all teachers are trained in the execution and analysis of data and usage of Tango Rx (Semester).</p>	1, 5, 7, 8	Principal Planning and Instruction Staff Campus Instructional Specialist	TPRI data reports for BOY, MOY, and EOY				
Funding Sources: None Needed							
<p>3) Campus Instructional Specialists will work with classroom teachers to support student learning, and to carry out district initiatives in all content areas via provision of professional development and modeling of best-practice instruction. The Campus Instructional Specialists are responsible for improvement of teaching and learning at the campus (2 FTEs) (Daily)</p>	1, 2, 3, 4, 8	Campus Administration Director of Instructional Programs Planning and Instruction Staff	Documentation of teacher contacts, through professional development sessions, professional learning community meetings, and classroom visits, debriefing, and modeling.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - \$143055.55							

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

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

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






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

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

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

Performance Objective 1: Parents will be provided opportunities to participate in classes and trainings to increase partnership in the educational environment, as measured by a 10% increase in documentation of number of parents attending such offerings in the 2016-2017 school year as compared to the 2015-2016 school year. The rating of "Exemplary" will continue to be achieved in the "Community and Parent Involvement" area of Community and Student Engagement.

Summative Evaluation: Documentation of Parental Participation, All Available Opportunities; Community and Parent Involvement Rubric and Rating (Community and Student Engagement)






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Increase parental involvement attendance in training to address academic, discipline, drug abuse, health, and safety issues within the learning community, title 1 annual meeting, and GT Parent Nights (every nine weeks),and Parent Engagement Conference.	1, 6	Administration Counselor GT Coordinator	Meetings Agendas Sign-in sheets				
Funding Sources: None Needed							
2) Increase parental involvement by recognizing student achievements, through Monthly News Letter; Terrific Kid Assemblies and nine week awards assemblies to include A and A/B honor roll, perfect attendance, and Super Reader;End of year assemblies, talent show, sixth grade farewell luncheon and dance. Father - Daughter and Mother-Son Dance. Terrific Kids / Monthly 9 Week Assemblies	1, 6, 7	Administration, counselors and teachers	Sign in sheets				
Funding Sources: None Needed							
3) increase parent involvement through Book of the Month literacy activities to provide parents with a book and strategies on how to support their children. Parents and Counselor will attend Parent Involvement Conference.							
Funding Sources: 211: Title I, Part A Improving Basic Programs - \$1351.00, 211: Title I, Part A Improving Basic Programs - \$500.00, 211: Title I, Part A Improving Basic Programs - \$35.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: To provide a structured developmental guidance and counseling program that will increase students' self-esteem and academic success.

Performance Objective 1: Students will be involved in a variety of programs and activities that promote responsible behavior and nurture talents as evidenced by a decrease in office referrals of 15% from the 2015-2016 school year to the 2016-2017 school year.

Summative Evaluation: Discipline Referral Documentation; Counselor Intervention Documentation; Schoolwide PBIS Implementation; Documentation of Student Participation in Activities

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) The Counseling & Guidance program will include, conflict resolution, college readiness, career awareness, drug awareness instruction and various presentations. To include Red Ribbon Week, Career day, College week, Kindness week, College Tailgate, and Unity day. (Semester)	1, 2, 7, 9	Campus Counselor, Campus Administration	Lesson Plans, Counselor Reports				
				Funding Sources: 199: General, Basic			
2) Implementation of Campus Core Values traits which will be emphasized in daily lessons, discipline referrals (Core Values Violations), reflection forms, and CIA referrals (Caught in Action) (daily)	1, 2, 7, 9	Campus Counselor Classroom Teachers Campus Administration	Discipline Reports, CIA referrals				
				Funding Sources: None Needed			
3) Counselor classroom presentations will address safety, healthy self-image, diversity and acceptance, dating violence , positive choices/ consequence, and behavior. Use of digital curriculum Essential Core Values. (weekly)	1, 2, 9	Campus Counselor Campus Administration	Lesson plans Counselor Report Records				
				Funding Sources: None Needed			
4) Selected faculty and staff will attend trainings and a conferences as a part of the PBIS grant funded and coordinated through Region 19, PESI (Ethics in Counseling), TCA conferences and other professional development organizations. (Semester)	1, 2, 9, 10	Associate Superintendent Assigned Region 19 Personnel Campus Administration	Registration, Agendas, Sign-In Sheets (Evidence of Attendance)				
				Funding Sources: Region 19/UTEP PBIS Grant			
5) The campus will receive the "School Wide Information System" (SWIS) subscription for use with the PBIS grant objectives coordinated through Region 19. (Pending)	1, 2, 9, 10	Associate Superintendent Assigned Region 19 Personnel	Records of System Usage				
				Funding Sources: Region 19/UTEP PBIS Grant			

6) The campus will be evaluated on PBIS implementation through the grant coordinated by Region 19. The evaluation will be conducted by UTEP personnel. (Semester)	1, 2, 9, 10	Associate Superintendent Assigned Region 19 Personnel Assigned UTEP Personnel	Receipt of Full and Complete Evaluation				
	Funding Sources: Region 19/UTEP PBIS Grant						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Guided Reading leveled books and binders to address individual student progress; to include TPRI/Tejas LEE data, DRA/EDL Running Records, lesson planning to ensure students are reading on grade level. Binders and AR summary sheets are reviewed by administration every week; to address interventions for all students (Weekly). Merriam Webster's Intermediate Dictionary for resources. Recognition Awards for EOY Award Assemblies.
1	1	2	Apply Reader's Workshop Model and or Daily 5 Model approach to include read aloud, shared reading, authentic literacy activities using Mentoring Minds, STAAR Master (ECS Learning), Mastery Education, Comprehension Toolkits, Peoples Education to address the five reading components. Esperanza Program and Foundations, for grades 1 and 2 (Daily).
1	1	3	At-risk students will be provided with after school, extended day tutoring sessions, grades 3-6, 3:30-4:30, and Saturday School. Transportation will be provided for these activities (Weekly).
1	1	4	Provide research-based interventions aligned to the TEKS-scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits) (Daily)
1	1	5	Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students (Daily)
1	3	1	Implementation of guided math to include math stations to increase number sense for grades 1-6; with the support of Houghton Mifflin Harcourt textbook adoption/McGraw Hill and Mentoring Minds, Singapore Math, STAAR Master (ECS Learning) and Peoples Education; Target Math(LoneStar Learning); Think Through Math, STAAR Ready, Reflex Math and Math Manipulatives to align to new standards (Daily).
1	6	1	Implementation of Guided Language Acquisition Design (GLAD) and English Language Proficiency Standards, by trained teachers in all content areas. Esperanza Phonics program (Valley Speech Lang. and Learning Center) to support Readers workshop in Bilingual classrooms. StemScopes Interactive Science Lessons to extend Gifted and Talented program (Daily). Electronic resource for students in special Education class.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Guided Reading leveled books and binders to address individual student progress; to include TPRI/Tejas LEE data, DRA/EDL Running Records, lesson planning to ensure students are reading on grade level. Binders and AR summary sheets are reviewed by administration every week; to address interventions for all students (Weekly). Merriam Webster's Intermediate Dictionary for resources. Recognition Awards for EOY Award Assemblies.
1	1	2	Apply Reader's Workshop Model and or Daily 5 Model approach to include read aloud, shared reading, authentic literacy activities using Mentoring Minds, STAAR Master (ECS Learning), Mastery Education, Comprehension Toolkits, Peoples Education to address the five reading components. Esperanza Program and Foundations, for grades 1 and 2 (Daily).
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1	6	1	Implementation of Guided Language Acquisition Design (GLAD) and English Language Proficiency Standards, by trained teachers in all content areas. Esperanza Phonics program (Valley Speech Lang. and Learning Center) to support Readers workshop in Bilingual classrooms. StemScopes Interactive Science Lessons to extend Gifted and Talented program (Daily). Electronic resource for students in special Education class.

State Compensatory

Budget for Borrego Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6117.05.104.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$20,200.00
199.11.61xx.01.104.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$168,480.00
6100 Subtotal:		\$188,680.00
6300 Supplies and Services		
199.11.6399.10.104.30	6399 General Supplies	\$20,200.00
6300 Subtotal:		\$20,200.00
6400 Other Operating Costs		
199.11.6494.05.104.30	6494 Reclassified Transportation Expenses	\$10,000.00
6400 Subtotal:		\$10,000.00

Personnel for Borrego Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Castruita	Teacher	Class Size Reduction	.14
Araceli Najera	Teacher	Class Size Reduction	.20
Claudia Gonzalez	Teacher	Class Size Reduction	.17
Eduardo Sierra	Teacher	Class Size Reduction	.17
Elizabeth Beltran	Teacher	Class Size Reduction	.20
Jessica Munoz	Teacher	Class Size Reduction	.14
John Olivas	Teacher	Class Size Reduction	.20
Josh Tarango	Teacher	Class Size Reduction	.10
Krystle Reyes	Teacher	Class Size Reduction	.20
Laura Tourville	Teacher	Class Size Reduction	.14
Lisandra Sandoval	Teacher	Class Size Reduction	.11
Lorena Lopez	Teacher	Class Size Reduction	.14
Magdalena Travieso	Teacher	Class Size Reduction	.10
Miguel Mendez	Teacher	Class Size Reduction	.11
Missy Kendall	Teacher	Class Size Reduction	.10
Ruth Ramirez	Teacher	Class Size Reduction	.11
Sandra Verdier De Leon	Teacher	Class Size Reduction	.17
Sarah Guillen	Teacher	Class Size Reduction	.14
Saul Luna	Teacher	Class Size Reduction	.14
Sylvia Bautista	Teacher	Class Size Reduction	.17
Valerie Huizar	Teacher	Class Size Reduction	.17

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Title I, Part A Ten School-Wide Components

1. A comprehensive needs assessment of the entire campus that is based on information which includes the achievement of students in relation to the State academic content standards and the State student academic achievement standards.
2. Schoolwide reform strategies that –
 - a) provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement;
 - b) use effective methods and instructional strategies that are based on scientifically based research that –
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before – and after – school programs and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically under-served populations.
 - c) include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program; and
 - d) address how the school will determine if such needs have been met; and
 - e) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. Instruction by highly qualified professional teachers.
4. In accordance with section 1119 and section 1114 (a) (4), high-quality and ongoing professional development for teachers, principals, and

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

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

2: Schoolwide Reform Strategies

* Schoolwide reform strategies that –

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

3: Instruction by highly qualified professional teachers

* Instruction by highly qualified professional teachers.

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

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

5: Strategies to attract highly qualified teachers

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

6: Strategies to increase parental involvement

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

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

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

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

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

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

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

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

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Nakay	Campus Instructional Specialist	Title I, Part A	1
Margaret E Lopez	Campus Instructional Specialist	Title I, Part A	1
Rebecca Barrientos	Aide - Classroom Math & Science	Title I, Part A	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Norma Ann Casillas	Principal
Administrator	Veronica Brashear	Assistant Principal
Administrator	Rocio Haynes	Counselor
Classroom Teacher	Elizabeth Beltran	1st Grade Monolingual
Classroom Teacher	Olga Galache	4th Grade Bilingual
Classroom Teacher	Sarah Guillen	5th Grade Monolingual
Classroom Teacher	Miguel Mendez	2nd Grade Bilingual
Classroom Teacher	Lorena Mendoza	Special Education
Classroom Teacher	John Olivas	6th Grade Bilingual
Classroom Teacher	Josh Tarango	3rd Grade Bilingual
Non-classroom Professional	Margaret Lopez	Instructional Specialist
Non-classroom Professional	Claudia Nakay	Instructional Specialist

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$1,889.73
1	4	1	MeasureUp Staar Science grade 5		\$0.00
1	5	1	Reflex Site License		\$3,395.00
4	1	1			\$0.00
Sub-Total					\$5,284.73
199: General, Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			\$0.00
Sub-Total					\$0.00
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$20,220.00
1	1	3			\$10,000.00
1	1	4			\$20,200.00
1	1	5			\$168,480.00
Sub-Total					\$218,900.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$25,213.02
1	5	1	Overhead projector		\$1,226.00
1	5	1	23 chrome books	2111163990510430	\$4,761.00
1	5	1	Consumable Technology Supplies	2111163990510430	\$947.00
2	1	3	Campus Instructional Specialist	211.13.6119.01.103.30	\$143,055.55
3	1	3	Books for parents for Book of the Month Presentations	211616329	\$1,351.00

3	1	3	Parent involvement Conference-parents	211616399	\$500.00
3	1	3	Parent involvement conference-counselor	211616411	\$35.00
Sub-Total					\$177,088.57

263: Title III, Part A English Language Acq.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	66 Chrome Books and 2 carts for bilingual teachers	2631163990010425	\$16,196.00
Sub-Total					\$16,196.00

District Level Funding

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		211136399	\$0.00
Sub-Total					\$0.00

None Needed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00

Region 19/UTEP PBIS Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
Sub-Total					\$0.00
Grand Total					\$417,469.30

Addendums

**Alfonso Borrego Sr. Elementary
Title I, Part A
2016-2017**

Org	(All)
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Sum of Amended Budget		S.Obj			Grand Total
Obj	Account Name	01	02	05	
6119	Salaries for Professional Personnel	116,616.19			116,616.19
6129	Wages for Support Personnel	17,467.02			17,467.02
6141	Social Security/Medicare	1,944.20			1,944.20
6142	Group Health & Life Insurance	16,215.00			16,215.00
6143	Worker's Compensation	2,022.51			2,022.51
6145	Unemployment Compensation	1,533.91			1,533.91
6146	Teacher Retirement/TRS Care	10,458.49			10,458.49
6149	OASDI	2,011.25			2,011.25
6329	Reading Materials		1,351.00		1,351.00
6399	General Supplies	4,958.43	500.00		5,458.43
	Technology - General Supplies			1,226.00	1,226.00
6411	Travel & Subsistence - Employee		35.00		35.00
6419	Travel Non-Employees		250.00		250.00
6499	Miscellaneous Operating Costs		500.00		500.00
Grand Total		173,227.00	2,636.00	1,226.00	177,089.00












**Alfonso Borrego Elementary
Title III, Part A
2016-2017**

Org	(All)
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Sum of Amended Budget		S.Obj	
Obj	Account Name	00	Grand Total
6329	Reading Materials	16,196.00	16,196.00
Grand Total		16,196.00	16,196.00

2016-2017 Site-Based Decision Making Committee

Meeting Date: September 21, 2016

Committee Role	Name	Position	Signature
Administrator	Norma Ann Casillas	Principal	
Administrator	Veronica Brashear	Assistant Principal	
Administrator	Rocio Haynes	Counselor	
Classroom Teacher	Elizabeth Beltran	1st Grade Monolingual	
Classroom Teacher	Olga Galache	4th Grade Bilingual	
Classroom Teacher	Sarah Guillen	5th Grade Monolingual	
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Classroom Teacher	Josh Tarango	3rd Grade Bilingual	
Non-classroom Professional	Margaret Lopez	Instructional Specialist	
Non-classroom Professional	Claudia Nakay	Instructional Specialist	