

Amarillo Independent School District
Sanborn Elementary
2016-2017 Campus Improvement Plan



Board Approval Date: September 19, 2016

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sanborn Elementary is a Title I campus of 610 students from pre kindergarten to fifth grade. The campus is 95.6% economically disadvantaged, 88% Hispanic, and 40% Limited English Proficient.

Demographics

Enrollment #	610
Title I Campus (Yes/No)	yes
Free & Reduced lunch %	95.4%
LEP %	41%
Asian %	.1%
Pacific Islander %	0
African American %	2%
American Indian %	.4%
Hispanic/Latino %	92.4%
White %	4.6%
Two or More %	1%
Highly Qualified Teachers %	100%

Demographics Strengths

- Because 88% of students are of Hispanic origin, the campus shares a common culture making communication and understanding easier between students, parents, and staff.

Demographics Needs

Based on an analysis of district and campus data, these needs have been identified and prioritized in order.

- Because 95.6% of the campus is economically disadvantaged, 40% are LEP, and over 55% at risk, the student academic needs are a priority. Small group instruction, tutoring and prescribed interventions must support the population.

Student Achievement

Student Achievement Summary

Sanborn performed below the state and district levels in reading in both third and fifth grades. Science scores remain below both state and district levels. Special ed scores are very weak with less than 35% of the 5th grade students passing and 29% of the third grade students. The weakest areas in reading are "understanding across genres" at all grade levels.

The weakest area in math is computation and algebraic relationships at all levels.

Student Achievement Strengths

- Fourth grade reading scores were above both the state and district levels. Science has remained steady for 2 years.
- Bilingual students were more successful across the board in all testing areas than their non bilingual peers and took the test entirely in English.

Student Achievement Needs

Based on an analysis of district and campus data, these needs have been identified and prioritized in order.

- Teachers need to be re-trained in balanced literacy across the grade levels.
- Special ed students need extra support at all grade levels in all subjects to improve performance.
- Science problem solving needs support at all grade levels.
- Tutoring for at-risk and struggling students at every grade level.
- We need technology and supplies to support reading comprehension, math achievement, writing growth, and science mastery at every grade level for all students.

School Culture and Climate

School Culture and Climate Summary

With 94% of students of Hispanic origin, the Hispanic culture permeates the school community. An understanding of the language and culture is mandatory for staff members to adequately communicate with their students and parents. Students and staff agree on the climate of the school. Discipline has improved with schoolwide expectations and rewards being implemented last year. School appearance and maintenance needs improvement. Quality classroom work needs to be displayed and praised.

School Culture and Climate Strengths

- Knowledge of Hispanic culture
- Number of bilingual staff members on campus is appropriate for our bilingual population.
- According to the Reality Check Parent and Staff Survey, and the Gallup Poll Student Survey, students and staff feel safe and cared for. Students and parents feel comfortable approaching teachers and teachers feel comfortable approaching administration.
- There is an expectation that all students will attend college once they graduate from high school.

School Culture and Climate Needs

Based on an analysis of district and campus data, these needs have been identified and prioritized in order.

- Challenging learning for the gifted students as well as all students achieving the standards.
- Ensure that the literacy framework is being implemented accurately and with fidelity at every grade level.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members are highly qualified. Highly qualified student teachers are recruited from the WTA&M University. teacher preparation program. As a result, qualified applicants are available to meet needs. Bilingual teachers are scarce which makes it difficult to find quality bilingual teachers.

Staff Quality, Recruitment, and Retention Strengths

- There are highly qualified applicants available in the student teacher program.
- Staff turnover is very low.
- All staff members are highly qualified with 95% ESL certified.
- Tutors are easily available from highly-qualified pool.

Staff Quality, Recruitment, and Retention Needs

Based on an analysis of district and campus data, these needs have been identified and prioritized in order.

- Train and recruit bilingual teachers to fill needs that arise.
- Select best candidates from available pool.
- Provide sufficient support and training to enable new teachers to be successful.
- Update and publish teacher handbook for all teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The TEKS drive the curriculum and instruction at Sanborn. Students are then assessed to monitor their learning. Assessments are analyzed and instruction is modified to meet student needs. Teachers participated in developing the AISD Common Collaborative Work Protocol to identify campus strengths and weaknesses. The district cadres will meet to update assessments based on current and new TEKS.

Curriculum, Instruction, and Assessment Strengths

- Experienced tutors
- Cluster assessments and simulations
- I-Station, Smart Board curriculum, and Ipads all provide student support
- Using weekly assessment data during PLC's helps guide instruction and goal setting by grade level and for each individual student

Curriculum, Instruction, and Assessment Needs

Based on an analysis of district and campus data, these needs have been identified and prioritized in order.

- Improve reading comprehension.
- Support student science vocabulary.
- Improve students' problem-solving skills in math and science.
- Provide training for teachers to address weaknesses.

Family and Community Involvement

Family and Community Involvement Summary

Sanborn offers many opportunities for parent involvement and access to community services. Our counselor helps parents find the resources they need in the community. We have 6 weeks assemblies for parents to attend to see their children rewarded for academic success. We provide a holiday singalong in December and a Cinco de Mayo program for parents in May. We held a book fair in May to promote reading. Sanborn was in the top three Happy State Kid's Banks in the state of Texas. Gabby Rocha won the IBAT award and \$1,000.

Family and Community Involvement Strengths

- Parent Science, Literacy, and Math Nights
- Happy State Kids' Bank High Achievers
- Classroom Newsletters sent out weekly
- Cinco de Mayo Celebration
- Parent Surveys are conducted in May with Reality Check Survey
- Parent communication is provided in Spanish and English
- 6 weeks awards assemblies are held to celebrate student success

Family and Community Involvement Needs

Based on an analysis of district and campus data, these needs have been identified and prioritized in order.

- Higher participation in Kids' Bank.
- Parents reading with their children.
- Active parent involvement in decision-making.

School Context and Organization

School Context and Organization Summary

There is flexibility within the school day so teachers can spend time on the areas most needed by their students. Teachers meet weekly for PLC to plan together for the benefit of each child in the grade level. Short term and long term goals are established and evaluated to see if they have been achieved.

School Context and Organization Strengths

- Parents have many opportunities to communicate concerns about student achievement with the staff
- Teachers are encouraged to ask for assistance to improve student achievement and observed to make sure grade level goals are being achieved
- Accountability for all is our goal
- We meet with parents in October to discuss the goals for the year for student learning

School Context and Organization Needs

Based on an analysis of district and campus data, these needs have been identified and prioritized in order.

- Student grades should be comparable to results on student assessments.
- Student grades need to be a reflection of their actual performance.
- Assessments at every grade level need to be used diagnostically to support student achievement and guide instruction.
- Pre kinder assistant needed to provide academic support for at risk three and four-year-olds.

Technology

Technology Summary

Sanborn staff is mixed in their ability to maximize learning through technology. Some are extremely proficient while others struggle. We are in the process of updating our technology in the classroom's as well as using a lab for intervention, assessment, and teacher training.

Technology Strengths

- Students have many opportunities to employ technology in their learning.
- Technology is used to cover the TEKS and prepare students for the STAAR.
- All classrooms have Smart Boards and projectors.

Technology Needs

- Based on an analysis of district and campus data, these needs have been identified and prioritized in order.
- Training for teachers to better utilize technology in student instruction.
- Provide academic programs to differentiate and address weaknesses in the core subjects and develop language.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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.
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent Involvement Rate

Goals

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 1: Reading achievement will improve so that 75% of Sanborn students are reading at or above grade level and 50% of our students score Advanced Level II on STAAR.

Evaluation Data Source(s) 1: Performance on common assessments and formative assessments determined by teachers in PLC's and STAAR Data.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy 1) Campus 1. Training for all staff in Balanced Literacy was indicated in our needs assessment.	1, 2, 3, 4, 8, 9	Principal, AP, CAS	Improvement in reading levels each six weeks will determine success of re-training.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Campus 1. Guided Reading will be implemented in all classrooms including special ed for fundamental reading instruction.	1, 2, 3, 8, 9	CAS, Teachers	Performance on DRA"S, I-Station, and common assessments will be analyzed weekly during grade level PLC meetings.				
State System Safeguard Strategy Federal System Safeguard Strategy 3) First grade students performing below grade level will participate in LLI instruction.	1, 3, 9	LLI staff	Students reaching appropriate reading level will determine success of LLI.				
Funding Sources: SCE - \$57,500.00							
4) Kindergarten teachers will provide tutorials for Kinder students needing intervention.	1, 9	Principal	DRA levels will be monitored each six weeks to determine student growth.				
Funding Sources: SCE - \$64,300.00							
5) Social Studies will be incorporated through literature at each grade level.	1, 2	Teachers	Formative assessments will determine if students are making growth in Social Studies TEKS each six weeks.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 2: Writing scores will improve 20% on the STAAR in 2016-2017. We will aim for 50% of our students to reach Advanced Level II on STAAR Writing.

Evaluation Data Source(s) 2: Common assessment data, STAAR Data

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Campus 2. All classroom will employ Writers' Workshop to incorporate writing at all levels to maintain consistency and growth.	1, 2, 3, 9	CAS, admin	Lesson Plans, walk throughs, and writing samples will be collected and analyzed each six weeks.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 3: Strategies will be implemented to support new math TEKS and will raise the satisfactory performance level to 85% passing and the Advanced Level II to 50% across grade levels.

Evaluation Data Source(s) 3: Common assessments/ formative assessments determined by teachers in PLC's and STAAR Data

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy 1) Campus 3. Teachers will spend 3 days in District Professional Development developing lesson plans and learning about Math Workshop Method.	1, 2, 3, 4, 8, 10	Principal, teachers	Lesson plans, walk throughs, and improvement on common assessments will be evaluated to make sure we are meeting the needs of students.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Campus 3. A Math Recovery-trained teacher will provide intervention for at risk students in grades 1-2	1, 3, 9	CAS, Admin	Common assessment improvement will determine if this intervention is working for students.				
Funding Sources: SCE - \$57,500.00							
State System Safeguard Strategy Federal System Safeguard Strategy 3) Departmentalized 5th grade math teachers will meet monthly with Cluster folks to analyze TEKS and discuss math strategies.	1, 2, 9	Principal, teachers	Common assessments/ formative assessments determined by teachers will monitor student growth and success weekly during PLC meetings.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 4: Students will master grade level science TEKS to improve 5th grade passing to 85% at Satisfactory Level and 50% at Advanced Level II.

Evaluation Data Source(s) 4: Common assessments/ formative assessments determined by teachers in PLC's and STAAR Data

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Representatives will attend science cadre meetings to dissect TEKS and share learning with staff using Gateways.	1, 2, 9	Admin	Common assessments/ formative assessments designed by staff PLC's will determine student progress at Sanborn compared to Cluster schools each six weeks.				
2) CSR teacher will teach science full time in fifth grade to help reduce class size to better serve our students in all areas.	1, 2, 3, 5, 8, 9	Principal	Science scores, assessments, and daily work will be analyzed to determine student success each six weeks.				
Funding Sources: 255 Title II, Part A - \$59,000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 5: Special education, GT, LEP, migrant, dyslexic,homeless and at risk students will receive necessary services and interventions to ensure academic achievement at their levels ensuring 75% passing at Satisfactory Level and 50% passing at Advanced Level II.

Evaluation Data Source(s) 5: common assessments/ formative assessments determined by PLC's and STAAR Data

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy 1) IEP's or appropriate accommodations will be developed for all special ed students to ensure required progress.	1, 9	Diagnostician	Common assessments, daily work, and formative assessments will be analyzed weekly during grade level PLC meetings.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) After school tutoring and daytime interventions are provided for all at risk, migrant, special ed, homeless and ELL students needing extra academic support.	1, 3, 8, 9	Principal	Common assessments, daily work, and formative assessments will be analyzed weekly during grade level PLC meetings.				
3) Homeless students will be identified at enrollment or when situations change so services can be provided to ensure academic progress.	1, 8, 9, 10	Counselor	Common assessments, daily work, and formative assessments will be analyzed weekly during grade level PLC meetings.				
4) Migrant students will participate in interventions or enrichment activities necessary to ensure achievement.	1, 9, 10	Principal	Common assessments, daily work, and formative assessments will be analyzed weekly during grade level PLC meetings.				
Federal System Safeguard Strategy 5) ELL students will receive the academic support and intervention needed to ensure academic mastery of TEKS. All students will be assigned to an ESL/ bilingual classroom.	1, 3, 9	Principal	Common assessments, daily work, and formative assessments will be analyzed weekly during grade level PLC meetings.				
6) GT students will have the opportunity to create projects that enhance the TEKS.		Librarian, classroom teachers	Completion of quality projects will determine progress of GT students.				
7) DAEP students will be provided tutoring and monitored closely to ensure that they do not fall behind in achievement.	1, 9	Counselor	Student work will be monitored weekly to insure academic growth is taking place while at DAEP.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 6: Career Education will be provided for grades K-5 so all students are aware of career options to plan for their future.

Evaluation Data Source(s) 6: Gallup Survey for Students

Summative Evaluation 6:













Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Career education (including a career fair) will be a regular part of academic classes, allowing students to discuss and explore future options.	2	counselor	Students will complete a Mapping Your Plan goal page to focus on possible future careers each year.				
2) 5th grade students will go to WTAMU in Canyon to visit and tour the college.	1	Counselor, 5th grade teachers	Students will take the Gallup Student Survey.				
Funding Sources: 199 General Funds - \$400.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 7: For the 2016-2017 school year, attendance incentives will be implemented for our attendance rate to improve to 97%.

Evaluation Data Source(s) 7: PEIMS data will reflect growth.

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Incentives will be awarded every six weeks for perfect attendance. Students in grades 3-5 must have good attendance to make ACE.	2	Asst. Principal	Attendance rate will be monitored each six weeks.				
2) Parents will be asked to sign a contract for attendance for Pre-K program since it is not required.	1, 2	Principal	We should see improvement in attendance rates each six weeks.				
3) Students with attendance issues will receive warning letters, phone calls, and possibly be placed on an improvement plan prior to going to court.	1, 2, 6	Attendance Clerk, Assistant Principal	Attendance rates will be monitored by attendance clerk each six weeks. Monitoring of absences will lead to improvement of our attendance rate.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 8: Technology will support student achievement in all core subjects during the 2016-2017 school year.

Evaluation Data Source(s) 8: The Clarity Survey will show an increase of 15% for the 2016-2017 school year.

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) We will have "Techno Tuesdays" this fall 4 times a month with our school Digital Learning Leader after school to train teachers in incorporating technology into their daily lessons.	1, 2, 3, 4, 10	Principal, DLL	Lesson plans, walk throughs and formative assessments will be monitored every six weeks to observe student growth.				
2) A technology assistant will help facilitate technology use in the classroom by keeping equipment up and running.	1, 2	Principal	Monthly reports will show students have been on computer programs the required amount of time each week.				
Funding Sources: 211 Title I - \$5,750.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Amarillo ISD will demonstrate fiscal responsibility by operating efficiently and effectively to meet its mission.

Performance Objective 1: Financial Budgets for Title I, SCE and site-based funds will be continuously monitored by staff to ensure that student achievement is supported by all expenditures.

Evaluation Data Source(s) 1: Expenditures will be monitored by SBDM at end of year.

Summative Evaluation 1:

















Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Federal and State funds will be consolidated to meet campus needs. Expenditures will be monitored closely by examining budget reports and spent in a timely manner so that they are used this year.	10	Principal, Secretary	Campus Improvement Plan goals will be evaluated in July by SBDM to see see if we have spent money reaching our goals for students and campus.				
2) Teachers have input to their needs in the classroom by survey and a requisition request, and administration makes the final decision towards purchases for the campus.		Principal, Secretary	Campus Improvement Plan goals will be evaluated in July by SBDM to see see if we have spent money reaching our goals for students and campus.				
3) State and federal funds will be spent in a timely manner and used for reasonable and allowable purchases.	1, 2, 4, 9, 10	Site Based Team and Principal	Weekly Budget Reports and purchase requisitions will be monitored by Principal and Secretary.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 1: Office referrals will decrease by 20% during the 2016-2017 school year.

Evaluation Data Source(s) 1: Discipline summary on Skyward

Summative Evaluation 1:












Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Provide PBS training at the beginning of school year and as needed during the year to all students and staff.		Principal, Assistant Principal	Skyward discipline summary will be monitored monthly and compared to last years' totals to see growth.				
2) Provide rewards and or personalized behavior plans to all students for positive behavior growth.	1, 2, 9	Assistant Principal	Skyward discipline summary will be monitored monthly and compared to last years' totals to see growth.				
3) TBSI modules watched by the TBSI team in September.		Principal	Sign in sheets will be collected for evidence.				
4) Staff will be trained on the new Handle with Care restraint procedures.	2	Principal	Skyward discipline summary will be monitored monthly and compared to last years' totals.				
5) Discipline data will be monitored each six weeks to make sure our ethnic groups and special ed students are not being over represented.	1	Assistant Principal	We will monitor discipline summary to make sure we are not over representing minorities.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 2: Sanborn will ensure a safe and secure environment during the school day so that 100% of students and staff feel safe on campus.

Evaluation Data Source(s) 2: We will evaluate the student Gallup Survey and Staff Reality Check Survey for safety concerns.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Guidance lessons to address bullying will take place at every grade level throughout the year. Procedures for bully investigation will be taught to staff in August.	1, 2	Counselor	The number of incidents will be tracked and monitored monthly through our Skyward system.				
2) Students and teachers will be provided training in suicide prevention, conflict resolution, pregnancy services, sexual harassment and bullying prevention.		counselor	The number of incidents will be tracked and monitored monthly through our Skyward system.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 3: Parent Involvement will be maximized through activities designed to increase parental support and involvement by 10%.

Evaluation Data Source(s) 3: We will use parent surveys and sign in sheets to monitor attendance.

Summative Evaluation 3:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Parent nights will instruct parents in supporting literacy, math, and science development.	1, 2, 6	parent involvement coordinator	Parent attendance and sign-in sheets will be kept as documentation.				
Funding Sources: 211 Title I - \$2,000.00							
2) Parent Involvement Coordinator will maximize parent communication and activities by way of newsletters, meetings, phone messenger, and marquee in Spanish and English.	1, 4, 6, 7, 10	principal	Sample letters to parents and documentation of call outs will be kept for documentation.				
Funding Sources: 211 Title I - \$5,750.00							
3) Parents will attend a NEU evening along with Cinco de Mayo to learn about Sanborn becoming a No Excuses University and will receive a book to read to their child, "After High School Comes College."	2, 6, 10	Principal, staff	Sign-in sheets will be collected for documentation.				
Funding Sources: 211 Title I - \$1,500.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 4: Transition assistance will be provided for students in all grades. so that 100% of the students feel comfortable with their new grade level.

Evaluation Data Source(s) 4: Students will take the Gallup Poll and parents will be surveyed using the Reality Check Survey to evaluate transition assistance.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Transition meetings will be offered for pre-kinder students and parents. An assistant will help facilitate transitions during the school day.	6, 7	Principal	GRTR scores will be evaluated beginning of the year, middle, and end of year to monitor student growth.				
Funding Sources: 211 Title I - \$27,000.00							
2) 5th grade students (including ACC students) will visit Bowie to introduce them to middle school. Middle school counselor will visit their classes to discuss choices for middle school.		counselor	Documentation of the meetings held will be collected in February and May.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Amarillo ISD will ensure that our teachers work in environments conducive to their growth and that they meet highly qualified standards.

Performance Objective 1: All teachers identify needed staff development and attend professional development to support student achievement in reading, writing, science, technology, and mathematics.

Evaluation Data Source(s) 1: Student achievement on common assessments will be analyzed to see if we made the right choices for professional development.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) New teachers will attend ALI 1, and New Teacher Academy training to enhance literacy and writing instruction.	1, 2, 3, 4, 9	CAS	Common and formative assessment results will determine if new teachers are gaining the skills they need.				
2) Mentors will be provided for all new teachers to ensure retention.	4, 5, 8, 9	Assistant Principal	Retention results will be analyzed each year to make sure we are supporting our new teachers.				
3) Highly qualified teachers will be recruited through student teachers and Talent Ed.	3, 4, 5	Principal	Retention results will be analyzed each year to make sure we are supporting our new teachers.				
4) Teachers will attend training in child abuse, suicide, pregnancy, and bullying prevention during the first two weeks of school	3, 4, 8, 10	Counselor, Principal	Documentation that training is completed will be kept.				
5) Teachers in each grade level will participate in PLC's to use the CCP to design classroom activities and assessments to maximize learning. Teachers are surveyed each year to determine staff development needs.	1, 2, 3, 4, 8, 9	CAS, Principal, Assistant Principal	Teacher minutes from PLC are great communication tools between staff and administrators to work together to meet the needs of students. The staff survey guides the needs assessment for the campus.				
6) District Administrators will participate at University Job Fairs to recruit quality candidates for our district.	2, 3, 5	Personnel Director	A sufficient number of quality candidates to choose from will be evidence that we have recruited well.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Campus 1. Training for all staff in Balanced Literacy was indicated in our needs assessment.
1	1	2	Campus 1. Guided Reading will be implemented in all classrooms including special ed for fundamental reading instruction.
1	1	3	First grade students performing below grade level will participate in LLI instruction.
1	3	1	Campus 3. Teachers will spend 3 days in District Professional Development developing lesson plans and learning about Math Workshop Method.
1	3	2	Campus 3. A Math Recovery-trained teacher will provide intervention for at risk students in grades 1-2
1	3	3	Departmentalized 5th grade math teachers will meet monthly with Cluster folks to analyze TEKS and discuss math strategies.
1	5	1	IEP's or appropriate accomodations will be developed for all special ed students to ensure required progress.
1	5	2	After school tutoring and daytime interventions are provided for all at risk, migrant, special ed, homeless and ELL students needing extra academic support.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Campus 1. Training for all staff in Balanced Literacy was indicated in our needs assessment.
1	1	2	Campus 1. Guided Reading will be implemented in all classrooms including special ed for fundamental reading instruction.
1	1	3	First grade students performing below grade level will participate in LLI instruction.
1	3	1	Campus 3. Teachers will spend 3 days in District Professional Development developing lesson plans and learning about Math Workshop Method.
1	3	2	Campus 3. A Math Recovery-trained teacher will provide intervention for at risk students in grades 1-2
1	3	3	Departmentalized 5th grade math teachers will meet monthly with Cluster folks to analyze TEKS and discuss math strategies.
1	5	1	IEP's or appropriate accommodations will be developed for all special ed students to ensure required progress.
1	5	2	After school tutoring and daytime interventions are provided for all at risk, migrant, special ed, homeless and ELL students needing extra academic support.
1	5	5	ELL students will receive the academic support and intervention needed to ensure academic mastery of TEKS. All students will be assigned to an ESL/ bilingual classroom.

State Compensatory

Budget for Sanborn Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
191.11.6113.02.125.15.24.125	6113 Subs and Staff Development	\$39,039.13
191.11.6113.02.125.15.30.125	6113 Subs and Staff Development	\$6,000.00
199.11.6119.02.125.15.30.800	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$35,920.17
199.11.6119.MR.125.15.30.800	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$48,029.44
199.11.6119.P3.125.15.30.800	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$23,003.09
199.11.6119.RR.125.15.30.833	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$61,055.00
199.11.6129.30.125.15.30.800	6129 Salaries or Wages for Support Personnel	\$5,529.60
199.11.6134.02.125.15.30.800	6134 Local Benefit Supplement	\$285.60
199.11.6141.02.125.15.30.800	6141 Social Security/Medicare	\$525.01
199.11.6141.30.125.15.30.800	6141 Social Security/Medicare	\$80.18
199.11.6141.MR.125.15.30.800	6141 Social Security/Medicare	\$696.43
199.11.6141.P3.125.15.30.800	6141 Social Security/Medicare	\$333.55
199.11.6142.02.125.15.30.800	6142 Group Health and Life Insurance	\$3,562.80
199.11.6142.MR.125.15.30.800	6142 Group Health and Life Insurance	\$4,986.36
199.11.6142.P3.125.15.30.800	6142 Group Health and Life Insurance	\$2,493.18
199.11.6143.02.125.15.30.800	6143 Workers' Compensation	\$153.01
199.11.6143.30.125.15.30.800	6143 Workers' Compensation	\$23.56
199.11.6143.MR.125.15.30.800	6143 Workers' Compensation	\$204.61
199.11.6143.P3.125.15.30.800	6143 Workers' Compensation	\$98.00
199.11.6146.MR.125.15.30.800	6146 Teacher Retirement/TRS Care	\$1,736.40
199.11.6146.P3.125.15.30.800	6146 Teacher Retirement/TRS Care	\$846.12
199.11.6146.02.125.15.30.800	6146 Teacher Retirement/TRS Care	\$1,133.52

6100 Subtotal:	\$235,734.76
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Personnel for Sanborn Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
CATINA LEONARD		LLI/State Dyslexia Instructor	0.5
CELESTIAL GABLE		Math Recovery	1
FRANCES MARTINEZ		tutor	.1429
JERI LEGLER		tutor	0.1429
KRISTIE PALACIOS		PreKindergarten	0.5
LUCILLA FLORES		tutor	.1429
REBECCA DAVIS		LLI/ State Dyslexia Instructor	1.0
THERESA ROWELL		tutor	0.1429
TONY ARELLANO		tutor	.1429

Title I

Schoolwide Program Plan

A team of teachers, parents, and administrators meet regularly to determine that all students are receiving quality instruction and remediation needed to ensure their safety and success.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

This plan was developed by entire staff and approved by the site based committee during July.

2: Schoolwide Reform Strategies

Improving student achievement in reading, writing, math, and science are the priorities for every grade level, to be discussed and planned for in PLC's.

3: Instruction by highly qualified professional teachers

All hired teachers and assistants are highly qualified.

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

Professional development is chosen to meet the achievement goals of the Comprehensive Needs Assessment and Campus Improvement Plan.

5: Strategies to attract highly qualified teachers

Sanborn provides a support system through PLC and mentors to support new teachers. Our collaborative community and positive staff morale help retain the teachers that we do have.

6: Strategies to increase parental involvement

Parents receive surveys to find out needed areas of parent training. Parent nights are offered three times a year for instruction in student reading, math and science assistance at home. All information is sent home in parent's first language, and half of the Sanborn staff is able to communicate in the home language.

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

Prekindergarten transition is offered to students identified as incoming prekindergarten students and their parents. Notices are posted in the local Headstart office.

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

Teachers meet weekly to determine and design their own academic assessments to ensure that the assessments are aligned with the TEKS and the classroom instruction. Assessment data is then dissected to look for gaps in the learning and changes they can make in instruction to insure success.

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

Tutorials are offered during the school day and after school. Computer programs such as Imagine Learning and I-Station provide students support in language acquisition and reading. Jumpstart I in the summer is offered for at risk students not performing at grade level.

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

The Principal and Counselor work closely together to ensure that the LEP, homeless, economically disadvantaged, and other at risk students are aware of the services offered both on campus and in the community.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Barbosa	Parent Liaison	Title I	.28
Rosalinda Baca	Technology Asst.	Title I	.14
Sylvia Bartels	teacher asst.	prekinder	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Melissa Schooler	Principal
Business Representative	Bill Latimer	Happy State Bank
Classroom Teacher	Deborah Aguilar	3rd Grade Teacher
Classroom Teacher	Melissa Anderson	5th Grade Teacher
Classroom Teacher	Angelica Diaz	4th Grade Teacher
Classroom Teacher	Natalie Gonzalez	2nd Grade Teacher
Classroom Teacher	Jentry Knowlton	Pre-K Teacher
Classroom Teacher	Amanda Pugh	1st Grade Teacher
Community Representative	Lydia	Community
Non-classroom Professional	Jordan Alexander	Librarian
Parent	Tony Garcia	Parent