

Laredo Independent School District
Demetrio D. Hachar Elementary School
2017-2018 Campus Improvement Plan



Mission Statement

At D.D. Hachar Elementary, we strive to go above and beyond to develop college-ready students armed to enter the workforce in a global society. We believe all students can be resourceful, problem-solvers and future leaders of our community. D.D. Hachar embodies the spirit of success!!!

Vision

D.D. Hachar Elementary is a family of unified stakeholders committed to setting high expectations to continuously improve our trade. We believe through teamwork, creativity and leading by example, our school will rise to the top. At D.D. Hachar Elementary, teaching with heart matters!!!

Value Statement

D. D. Hachar Elementary values, hard work, dedication and resilience towards achieving the goals set forth in our Vision and Mission. We value parental involvement, comradery and problem-solving attitudes that get the job done! D. D. Hachar values student success!!!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The following Demographic data is retrieved from the most recently published Texas Academic Performance Report of 2015-2016.

Based on the 15-16 TAPR, D. D. Hachar enrollment is at 544. Enrollment by grade level is as follows: Pre-Kindergarten: 87; Kindergarten: 59; 1st Grade: 94; 2nd Grade: 80; 3rd Grade: 72; 4th Grade: 68; and 5th Grade 84.

As per the 2015-16 TAPR, 99.3% of our students are Hispanic; 94.5% are economically disadvantaged; 73.2% are English Language Learners (ELL); 5.9% of students are Gifted and Talented; 8.1% of students receive Special Education services; 80.7% of D. D. Hachar students are coded At-Risk. The mobility rate for the 2014-15 school year was 18.9%. The Attendance Rate for the 2014-15 school year was at 96.2%, showing an increase of .2% from 2013-14's 96.0%. D. D. Hachar anticipates an increase of .6%-.8% increase for the 2016-17 school year.

As per the 2015-16 TAPR, student retention rates are as follows: Kindergarten: 1.3%; 1st Grade: 15.0%; 2nd Grade: 5.7%; 3rd Grade: 7.0%; 4th Grade: 1.3%; and 5th Grade: 2.1%.

As per the 2015-16 TAPR, average Class Size by grade level is as follows: Kindergarten: 19.0; 1st Grade: 22.5; 2nd Grade: 25.0; 3rd Grade: 23.3; 4th Grade: 21.3; and 5th Grade: 27.0.

As per the 2015-16 TAPR, D. D. Hachar had a total of 57.0 staff members, 39.2 of which comprise Professional Staff. 30.1 are Teachers, 7.0 are Professional Support, and 2.0 are Campus Administration. 17.8 are Educational Aides.

As per the 2015-16 TAPR, 100% of our teachers are Hispanic, 26.1 are Female and 4.0 are Male. 25.1 have a Bachelors Degree and 5.0 have a Masters Degree. Teacher Demographic Data based on Number of Years of Experience is as follows: 11.0 fall under the bracket of 6-10 years, 15 fall under 11-20 years, and 4.1 have over 20 years of experience. The average number of years of experience for our teachers is 13.7 and the average of years of experience with the district is 13.0.

Demographics Strengths

D. D. Hachar has strengthened demographic data slowly but surely throughout the year. For example, during the 2016-17 school year, we have focused great

emphasis on our Attendance Action Plan. Ever evolving, our plan includes incentives to teachers and students provided weekly and by Six-Weeks. This has caused an increase in attendance rates when compared to the 2015-16 school year. In our CIP, we plan to modify current strategies to continue to reward students and teachers and promote daily attendance.

Another strength that our campus encompasses is that of fine-tuning our ability of really knowing our students. During the 2016-17 school year, D. D. Hachar has been focused on using students' demographic data to guide interventions and instruction. In addition, understanding our students' backgrounds and needs has led to proper identification of necessary programs needed for some students to be academically successful, such as Special Education, 504 and RTI. During the 2015-16 school year, we displayed an underrepresentation of students participating in these programs and have been working diligently to identify students who would benefit from accommodations and instructional supports, as well as interventions that would allow them to be academically successful.

D. D. Hachar is currently implementing "Cougar Power Learning Time" which are interventions/enrichments embedded throughout the school day. This campus-based initiative has proven beneficial in the academic growth of our students and allows students to utilize various programs and resources that assist with closing academic gaps. It allows teachers to group students based on specific needs including language, struggling learners, discipline and those at risk of failing.

Upon the retrieval of the data from the most current Texas Academic Performance Report, other D. D. Hachar strengths include: A high retention rate for teachers, an alignment of ethnicity between teachers and students, and the number of years of teaching experience D. D. Hachar teachers have.

Overall, D. D. Hachar has made many strides this year, but will continue to fine-tune its ability to optimize Demographic Strengths including participation in extra-curricular activities and Level III academic performance on state standardized tests. At D. D. Hachar Elementary, continuous improvement is non-negotiable.

Problem Statements Identifying Demographics Needs

Problem Statement 1: D. D. Hachar enrollment has been slowly dwindling in recent years. During snapshot in the 2015-2016 school year, D. D. Hachar had a student membership of 544 students. During snapshot in the 2016-2017 school year, D. D. Hachar had a student membership of 518 students. **Root Cause:** Due to LISD being landlocked, and additional schools being constructed in neighboring school districts, not to mention competitive private and charter schools, D. D. Hachar's enrollment/membership has taken a hit.

Student Achievement

Student Achievement Summary

The following Student Achievement data is retrieved from the most recently published Texas Academic Performance Report of 2015-2016.

Based on the 2015-16 TAPR, D. D. Hachar Elementary received the following scores on the State of Texas Assessments of Academic Readiness at Level II Satisfactory or Above by subject as follows:

Reading: 3rd Grade: 47%; 4th Grade 63%; 5th Grade 69%

Math: 3rd Grade: 64%; 4th Grade 61%; 5th Grade 77%

Writing: 4th Grade: 60%

Science: 5th Grade: 85%

As per the 2015-16 TAPR, D. D. Hachar Elementary received the following scores on the State of Texas Assessments of Academic Readiness at Level II Satisfactory or Above by subject as follows:

Reading: 60%

Math: 68%

Writing: 60%

Science: 85%

All Subjects (Index I): 66%

As per the 2015-16 TAPR, D. D. Hachar Elementary received the following scores on the State of Texas Assessments of Academic Readiness at Met or Exceeded Progress by subject as follows:

Reading: 63%

Math: 74%

All Subjects (Index II): 68%

As per the 2015-16 TAPR, D. D. Hachar Elementary received the following scores on the State of Texas Assessments of Academic Readiness at Postsecondary Readiness Standard by subject as follows:

Reading: 31%

Math: 29%

Writing: 29%

Science: 55%

Two or More Subjects (Index IV): 32%

D. D. Hachar Elementary met standards for all Indexes for the 2015-16 school year and our score by Index is as follows:

Index I: Student Achievement (Target Score = 60): 66

Index II: Student Progress (Target Score = 32): 42

Index III: Closing Performance Gaps (Target Score = 28): 39

Index IV: Postsecondary Readiness (Target Score = 12): 32

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D. D. Hachar Elementary received an Academic Distinction in Science for a 3rd consecutive year.

Student Achievement Strengths

D. D. Hachar Elementary MET STANDARD on all 4 Indexes during the 2015-16 school year. In addition, D. D. Hachar Elementary has received an Academic Achievement Distinction in the area of Science for a 3rd consecutive year. While we are still undergoing the testing cycle for the 2016-17 school year, we have worked hard with specific emphasis on Writing and Reading. We are confident that this hard work has paid off and that the increase in student achievement will serve as the fruits of our labor.

We recognize there is still much room for growth. Currently, we are working diligently to revise strategies in our Campus Improvement Plan. We plan to implement campus-wide initiatives that will assist in the vertical alignment of specific strategies that will strengthen our instruction programs and their effectiveness. In addition, we plan to purchase/create specific curriculum to be utilized during intervention/enrichment blocks, after school and during tutorials.

D. D. Hachar Elementary stakeholders are invested and willing to improve in any way possible in order to positively impact academic achievement for our students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Overall, D. D. Hachar met Index I standards; however, we received a 60% Level II Satisfactory passing rate in Reading, as well as in Writing. These scores were below the State's passing rate of 73% and 69%, respectfully. **Root Cause:** D. D. Hachar had movement among several STAAR-tested grade levels and teachers were placed in new subjects and lacked experience and professional development.

School Culture and Climate

School Culture and Climate Summary

Overall, D.D. Hachar Elementary has focused much of this year on building the school culture and climate with all stakeholders, including students, teachers, and parents. We foster a safe and nurturing learning environment that motivates and prepares students to be productive citizens of society. D. D. Hachar works hard to build strong relationships with parents and community members to develop collaborative efforts to build up our school community. D. D. Hachar students are motivated to participate in clubs, sports and extra-curricular activities. During the final month of school, a survey on school culture and climate will be sent out in order to collect data and strengthen our school community. Feedback on instructional programs, safety procedures, extra-curricular activities, and other components of school culture and climate will be gathered and utilized for decision-making purposes. At D. D. Hachar Elementary, school safety is our number one priority.

School Culture and Climate Strengths

Parental Involvement is at an all-time high for D. D. Hachar Elementary; and yet, we want to continue to grow. We feel that Parental Involvement is an integral part of student achievement and strengthening school culture and climate. In addition, parents enjoy being involved and will have a more positive outlook of the school when they are invited to be active members of the school community.

Extra-curricular participation has also been increasing over the 2016-2017 school year. At D. D. Hachar, students have the opportunity to participate in UIL, National Honor Society, Library Club, Cougarette Cheerleaders, Bully Busters Spirit Team, Choir, Chess, and Athletics including Volleyball, Basketball, Track and Field, Cross Country, and Flag Football. We believe that students' participation in extra-curricular activities motivates them to do the best they can in contributing to the Vision and Mission of our campus.

D. D. Hachar Elementary students/parents partake in many campus/district initiatives that promote safety and learning at our school including Rachel's Challenge, Angel of Hope, Family Reading Night, RadKids, Muffins with Mom, Donuts with Dad, AR Read-A-Thon, Cookies for Quizzes, Mi Papi, Mi Daddy classes, El cofrecito de Mi Mama classes, and ESL Night Classes just to name a few. Programs such as these assist with shaping our campus culture and school climate.

In addition, D. D. Hachar also works with several community entities to build relationships and involvement on a grander scale. During the 2016-17 school year, D. D. Hachar has partnered with Junior Achievement (JA in a Day), McDonalds (McTeacher Night), Chuck E. Cheese's, HEB (HEB Read 3), TAMIU (HEB Read 3, AgriLife Extension Classes, Future Teachers Mentoring Program, Rising Star Program), Texas Farm Bureau (Planting a Seed), BBVA Compass (Project Blue Elf), Cigarroa Silver Roses (Saturday Tutorials Tutoring), United Day (Free Book Giveaway), WBCA (Youth Parade, The Sons and Daughters of Liberty), Taco Palenque, Southwest Dairy Farmers, LCC (ESL Parent Classes), El Cofrecito de mi Mama, Mi Papi Mi Daddy, The Laredo Imaginarium, Laredo Sheriff's Department (Christmas Gift Giveaway), Miles of Smiles, Buenos Dias Adult Daycare Center, Bethany House, PILLAR, Laredo Alethea Society, Big Buck Country, Laredo Swarm, Altitude, Chilis, and Cici's Pizza, just to name a few. These relationships with community entities strengthen our school culture and climate.

A final strength of D. D. Hachar's school culture and climate is that of our beautiful facility. Our campus is only 9 years old and this helps with campus culture and morale. Students feel a sense of ownership and obligation to help maintain our beautiful facility.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We would like to provide more consistent incentives and awards for teachers, parents and students. These motivational incentives will assist with maintaining a positive school culture and climate. Incentives for attendance, AR, and academic achievement for students, parent participation and teacher excellence are important to keep our campus moving forward. **Root Cause:** Monies can often be an issue when incentives are needed. Innovative rewards can be created that cost little or no money and implemented into the CIP. District has also begun a Incentives/Awards program that will assist with justified purchases for awards and incentives.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

D. D. Hachar has highly qualified professionals and paraprofessionals as required by the NCLB act. During the 2016-2017 school year we hired 1 new second grade teacher 1 new Class-Size Reduction teacher (1st Grade). In addition, we filled vacancies for 1 teacher aide position, 1 Science Lab Manager position and 2 Special Education Tutor position

Staff Quality, Recruitment, and Retention Strengths

D. D. Hachar Elementary partners with TAMIU for their Future Teachers Mentoring Program. This allows student teachers to enter our school and see firsthand what the exciting world of education is all about. Sometimes it is fun and games like motivating our students through our STAAR Rally, and sometimes it is intense instructional programs like our Cougar Power Learning Time. Whatever the case may be, these experiences are very important for building the future educators of our city.

D. D. Hachar is always looking to scout out future leaders from our own Cougar Family. Several paraprofessionals are currently working towards their Bachelors Degree in the field of education. Through district and administrative approval, we have accommodated schedules for them to continue to further their education.

LISD offers support for 1st and 2nd year teachers through the TX BESS Mentoring Program. This program allows teachers to partner with a TX BESS mentor and observe, model and discuss feedbacks pertaining to instructional lessons and experiences. This mentoring program is important and helps with the development and stability of newly hired employees.

Finally, D. D. Hachar also supports beginning teachers through walkthroughs, feedback and assistance from the D. D. Hachar Leadership team whenever necessary. Whatever the case may be, help is only an arms-length away.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: D. D. Hachar will allocate funds for professional development and planning needed for teachers, counselors, administration to continue to grow professionally as the field of education continues to evolve. **Root Cause:** Continuous movement of personnel made it difficult to grow roots in any particular grade level or subject.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

D. D. Hachar Elementary teachers utilize the Laredo ISD LEAD Documents as their primary source of scope and sequence for their instruction. The LISD LEAD Documents are aligned to the Texas Essential Knowledge and Skills (TEKS) - the statewide curriculum, the English Language Proficiency Standards (ELPS) – the statewide expectation for English Language Acquisition, as well as to the State of Texas Assessments of Academic Readiness (STAAR) – the ultimate standardized state assessment used to assess students’ capacity and academic performance. Other resources used to plan for instruction, intervention/enrichment blocks, and tutorials are: DMAC data, previous STAAR results, TPRI/TEJAS LEE results, CPALS results, RIGBY data, STAR reading ZPD levels, Istation data, Think Through Math data, Head Sprout data, RAZ data, Fluency Checks, Progress Monitoring, IEPs, IAPs, TELPAS results, LAS/LAS Links data, RTI data, Teacher Observations, CBA results, Benchmark results and other local data.

Curriculum, Instruction, and Assessment Strengths

During the 2016-17 school year, D. D. Hachar focused heavily on ensuring the fidelity of the implementation of accommodations and supports available for D. D. Hachar students. Ensuring that teachers were well equipped with the knowledge and skills necessary for the proper implementation of such support was only half the battle. Once teachers were properly trained on campus expectations, the real challenge began. Through continuous monitoring and consistent revision, students are provided with accommodations and supports that are used routinely and successfully during daily instruction. D. D. Hachar does the best job possible of aligning CBAs and Benchmarks to mirror STAAR testing groupings and supports.

In addition, D. D. Hachar Elementary has implemented a campus-wide initiative titled Cougar Power Learning Time. This component of our instructional program is beneficial to students and teachers because it allows for teachers to plan for individualized instructional intervention/enrichment opportunities embedded throughout the school day. Teachers utilizes various forms of data to group students for CPLT and students are serviced by both professionals and interventionists to receive Tier II and III instruction in a small group setting, as well as to utilize research-based instructional programs such as TTM, Istation, Head Sprout, RAZ, and more. Students enjoy the individualized groupings and teachers embrace the opportunity to work with their selected group of students in a small-group setting.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: During the 2017-18 school year, D. D. Hachar would like to align instruction with specific curriculum for afterschool and Saturday tutorials, Cougar Power Learning Time and workbooks that supplement instruction. In addition, we would like to focus on vertical alignment of strategies, as well as the implementation of technology during daily instruction. **Root Cause:** Lack of vertical alignment and consistency among grade levels made it challenging for students to master strategies that vary from year to year and teacher to teacher.

Family and Community Involvement

Family and Community Involvement Summary

Overall, D.D. Hachar Elementary has focused much of this year on building Parental Involvement at our campus. D. D. Hachar works hard to build strong relationships with parents and community members to develop collaborative efforts to build up our school community. We participate in many community activities including Pennis for Tennis and other food/supply drives. In addition, the community provides for our school through programs such as “Coat them with Love” and BBVA Compass’ “Project Blue Elf”, just to name a few. In addition, Mr. “Tito” Garcia, our school board member donates bikes to our students every year. This year parental involvement has really increased, both in parental attendance at parent meetings/trainings and special events.

Family and Community Involvement Strengths

Much of the following is repeated from the School Culture and Climate portion of the 2017-18 D. D. Hachar Elementary Campus Needs Assessment, as Parental Involvement has much to do with Campus culture and School Climate.

Parental Involvement is at an all-time high for D. D. Hachar Elementary; and yet, we want to continue to grow. We feel that Parental Involvement is an integral part of student achievement and strengthening school culture and climate. In addition, parents enjoy being involved and will have a more positive outlook of the school when they are invited to be active members of the school community.

D. D. Hachar Elementary parents partake in many campus/district initiatives that promote safety and learning at our school including Family Reading Night, Muffins with Mom, Donuts with Dad, AR Read-A-Thon, Cookies for Quizzes, Mi Papi, Mi Daddy classes, El cofrecito de Mi Mama classes, and ESL Night Classes just to name a few. Programs such as these assist with shaping our campus culture and school climate as well as building Parental/Community Involvement.

D. D. Hachar also works with several community entities to build relationships and involvement on a grander scale. During the 2016-17 school year, D. D. Hachar has partnered with Junior Achievement (JA in a Day), McDonalds (McTeacher Night), Chuck E. Cheese’s, HEB (HEB Read 3), TAMIU (HEB Read 3, AgriLife Extension Classes, Future Teachers Mentoring Program, Rising Star Program), Texas Farm Bureau (Planting a Seed), BBVA Compass (Project Blue Elf), Cigarroa Silver Roses (Saturday Tutorials Tutoring), United Day (Free Book Giveaway), WBCA (Youth Parade, The Sons and Daughters of Liberty), Taco Palenque, Southwest Dairy Farmers, LCC (ESL Parent Classes), The Laredo Imaginarium, Laredo Sherriff’s Department (Christmas Gift Giveaway), Miles of Smiles, Buenos Dias Adult Daycare Center, Bethany House, PILLAR, Laredo Alethea Society, Big Buck Country, Laredo Swarm, Altitude, Chilis, and Cici’s Pizza, just to name a few. These relationships with community entities strengthen our school culture.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: During the 2017-18 school year, we would like to continue to implement existing parental/community involvement activities, as well as add additional activities to engage all stakeholders. We would like to continue to increase the number of parent volunteers, have Six Weeks parental involvement activities by grade level and increase communication through various avenues of technology. **Root Cause:** School climate was not conducive to parental involvement.

School Context and Organization

School Context and Organization Summary

D. D. Hachar Elementary meets weekly to discuss the delivery of instruction. In addition, the Cougar Leadership Team collaborates to discuss implementation of monitoring strategies. In addition, teachers are given a list of “Cougar Essentials” that are non-negotiable when planning for instruction.

The “Cougar Power Learning Time” initiative assists with consistent implementation of intervention/ enrichment opportunities. Academic goals are clear and all stakeholders are on board when it comes to catapulting student success. Campus Leadership Team members serve as grade-level liaisons assisting in the monitoring and implementation of campus-based initiatives. In addition Leadership Team Members assist with the development of the Master Schedule and other schedules needed to run the day-to-day activities of the school. All stakeholders including teachers, parents, and even students are given campus results and current standings to educate them as to where we stand on a district-wide scale.

D. D. Hachar Elementary heavily relies on data to drive instruction and make sound decisions that positively impact the entire organization. Through deep analysis, causal factors are identified and then addressed based on collected data. Needs are prioritized based on impact to student safety and student achievement.

School Context and Organization Strengths

Many extra-curricular activities exist at D. D. Hachar Elementary. In addition, afterschool programs exist for parents and students. Whether it is participation in sports, Chess Club, the afternoon Daycare or ESL classes for parents, there is always something going on. In addition, parent conferences are held frequently to maintain open communication and an open-door policy. Parent conferences vary from data delivery to truancy and are always positive and professional.

Aside from the two administrators on campus at D. D. Hachar Elementary, there are also plenty of opportunities for leadership roles. Teachers are often asked to assist with ongoing activities and projects happening at the campus. Whether it is assisting with the lineup for the Christmas Program, making decorations for Student of the Month, or making sure we have participations in the CNP Annual Singing Contest, volunteers are always welcomed and appreciated.

Overall, there is a definite sense of urgency to implement the D. D. Hachar Mission and Vision for our students. Upon stepping foot on campus, it is well known that this is a place where students are nurtured, instructional time is priceless and all students will learn.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Develop a set calendar for integral meetings that increase teachers' voice including, CEIC, Vertical/Horizontal Alignment, PLC, and parental involvement activities. **Root Cause:** Systemic approach was needed in order for teachers and other stakeholders to provide input and have a voice in the organization.

Technology

Technology Summary

The LISD Technology Department has slowly but surely been assisting us with providing updated technology in our school including desktops and iPad carts. In addition, the Pre-Kinder4 grant allowed for all Pre-Kinder4 classrooms to receive mini iPads for daily instruction. While we have many iPad carts and desktops available to students daily, as well as 4 computer labs including the library, our ultimate goal is to have one electronic device per student available at any time of the day.

In addition, data collected from student achievement has shown that those teachers who implement technology into their lessons more frequently produce higher score for student achievement. This is a phenomenon that comes as no surprise. D. D. Hachar is committed to working as a campus to improve the implementation of technology into daily lessons.

Technology Strengths

During the 2016-17 school year, D. D. Hachar has increased its use of technology with parents, teachers and students. Through online apps including Remind 101, What's App?, and Twitter, we are able to open the lines of communication. In addition, we have increased teacher/employee voice by using online anonymous surveys to collect data. While there is evidence of these uses of technology on campus, during the 2117-18 school year, D. D. Hachar's goal is to use these platforms of technology on a campus-wide scale.

Problem Statements Identifying Technology Needs

Problem Statement 1: D. D. Hachar would like to up the ante when it comes to using technology to communicate with parents. These open lines of communication are vital to positive school-home connections and play a large role in student achievement and academic success. **Root Cause:** Parents are sometimes hesitant to use technology because it can be intimidating and discouraging.

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
- Accountability Distinction Designations

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
- STAAR ELL Progress Measure data

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
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- 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 surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results
- Other additional data

Goals

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

Performance Objective 1: By May 2018, D.D. Hachar Elementary will increase their scores for Index I from a 79% to a 85%. For Index II, D. D. Hachar will increase their scores from a 54% to a 58%. For Index III, D. D. Hachar will increase their scores from a 51% to a 55% and for Index IV D. D. Hachar will increase their scores from a 41% to a 50%. In addition, D. D. Hachar students will increase scores from a 79% to a 82% passing rate in the area of Reading. For the area of Math, D. D. Hachar students will increase scores from an 82% to a 85%. In the area of Science, D. D. Hachar will increase scores from an 88% to an 95% and in the area of Writing, D. D. Hachar will increase scores from a 62% to a 65%. D. D. Hachar Elementary will show an increase in the number of students scoring Level III-Advanced. All sub-populations will show growth and it is D. D. Hachar's goal that all System safeguards will be met. In addition, D. D. Hachar strives to receive a minimum of 5 distinctions for the 2016-2017 and obtain a 98% Attendance Rate.

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

Summative Evaluation 1:

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

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>1) . D. D. Hachar Elementary School CEIC will coordinate with campus administrators to ensure district goals are being implemented to achieve student performance from all populations: Special Ed., GT, LEP, At-Risk, Hispanic, and economically disadvantaged.</p>	2, 9	Principal Assistant Principal CEIC Committee Grade Level Lead Teacher Teachers Reading Interventionist Instructional Specialist Deans for Lang. Arts Math Science Social Studies Bilingual Strategist Teacher-Aides Custodians	Principal monthly faculty meeting sign -in /agenda CEIC meeting minutes Central Office visits evaluation Dept. (Vertical) meetings and agenda Grade Level (Horizontal) Meetings and agenda Payroll Roster Sign Sheet				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$1,694,031.00, 199 - General Fund: Special Education (PIC 23) - \$398,330.00, 199 - General Fund: Bilingual (PIC 25) - \$80,266.00, 199 - General Fund: SCE (PIC 30) - \$135,854.00, 199 - General Fund: Basic Instruction PreK (PIC 32 - \$152,787.00, 199 - General Fund: Bilingual Pre K (PIC 35) - \$37,200.00, 199 - General Fund: Operating (PIC 99) - \$592,243.00, 211 - ESEA Title I: Improving Basic Program - \$235,506.00, 199 - General Fund: SCE Pre K (PIC 34) - \$189,431.00, 224 - IDEA - Part B: Formula Fund - \$73,795.00, 225 - IDEA - Part B: Preschool Fund - \$0.00, 263 - LEP Bilingual Program Fund - \$11,110.00, 435 - SSA Regional Day School - Deaf - \$1,950.00, 255 - ESEA II, A Training & Recruiting - \$66,892.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>2) D. D. Hachar Elementary will continue to provide a strong Bilingual Program to ensure that students acquire the academic language proficiency needed to reduce our retention rate and to reduce our disproportion representation in Special Ed. *Early Exit Bilingual Program PK-3 to 5th *Pre-LAS/LAS LINK *Terra Nova *TELPAS Dictionaries</p>	2, 9	Principal Assistant Principal Teachers Director of Special Education Director of Bilingual Dept. Bilingual Strategist	Check lesson plans Lep Failure Reports Special Ed. Reports TELPAS Scores Pre-LAS/LAS assessment scores				
<p>Funding Sources: 199 - General Fund: Bilingual (PIC 25) - \$3,500.00</p>							
<p align="center">System Safeguard Strategy</p> <p>3) D. D. Hachar Elementary will monitor Tier I, II, and III instruction and interventions for At-Risk students. Students will utilize intervention programs including istation, Think Through Math, Head Sprout, Smarty Antz, RAZ Kidz, etc.</p>	1, 2, 9	Instructional Specialists Head Teachers Teachers Counselor Assistant Principal Principal RTI Coordinator	Local/State Assessment Data including results from TPRI/TEJAS LEE, LAS Links, STAAR, Benchmarks, CBAs, Checkpoints, CPALS, etc.				

4) D. D. Hachar will develop a vertical alignment plan for Writing with heavy focus on sub-populations, including Special Ed/Bilingual/At-Risk students.	1, 2, 4	Jaqueline Ruiz, 4th Grade Wtg Gloriana Cantu, 3rd Grade Wtg Patricia Wade, Counselor Cordelia Salinas, Inst. Specialist Anna Aguiar, Asst. Principal Cynthia Villarreal, Principal	Local/State Assessment data will be positively impacted including STAAR data, Benchmarks, and CBAs.				
5) D. D. Hachar Elementary will implement, monitor and revise district/campus initiatives as needed including TELPAS Tuesdays, Cougar Power Learning Time, Fundamental Five, and Vertical Alignment campus-based initiatives.	1, 2, 4	Teachers Administrators Leadership Teams	Local/State Assessment data will be positively impacted including STAAR data, Benchmarks and CBAs.				

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

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

Performance Objective 2: By May 2018, D.D. Hachar will provide a systemic research-based staff development program that supports the implementation of standard-based curriculum and instruction that will increase student achievement to 80%

Evaluation Data Source(s) 2: 80% of all students at D. D. Hachar including all Subgroups, will meet the federal, state, and local Academic performance accountability measures by increasing 5% from the previous year.

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar Elementary will clearly define procedures for student referrals through trainings conducted by the district and campus RTI committee members and Special Ed. Personnel as needed.	2, 9	Principal Assistant Principals RTI Coordinator RTI Campus Committee Special Ed. Coordinator	Sign-in sheet Eduphoria registration Evaluation Staff Development				

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

Performance Objective 3: By May 2018, D.D. Hachar will establish a process for ensuring that all student support programs, specific sub-groups, are fully implemented to deliver high quality individualized instruction as measured by an increase of 10% annually to meet federal, state, and local standards.

Evaluation Data Source(s) 3: D. D. Hachar Elementary School, will increase student (including all subgroups) achievement by 10% and increase students reading on grade level by 5% to meet federal, state and local accountability measures.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar Elementary auxiliary staff members and other professionals will assist classroom teachers to allow for intensive remediation for all At-Risk/Bilingual/Special Education/General Education students by assisting in the following ways. Tutorials: Tuesday and Thursdays (1st semester) Tutorials: Tuesday, Wednesday and Thursdays (2nd semester) Extended Day till 5:00 p.m. for 3rd, 4th and 5th graders. Saturday Tutorials for 3rd, 4th and 5th graders. In class support	4, 9	Principal Assistant Principal	Check CBA's every six weeks Report cards STAAR Results				
Funding Sources: 199 - General Fund: Bilingual (PIC 25) - \$3,278.00, 199 - General Fund: SCE (PIC 30) - \$3,000.00, 199 - General Fund: Basic Instruction (PIC 11) - \$0.00							
2) D. D. Hachar Elementary staff members and other professionals will assist classroom teachers to allow for intensive enrichment and development for Gifted and Talented students. GT students will participate in GT end of the Year Showcase, TSPS projects, Prufrock curriculum, Trailblazing courses and Masters Grade level challenge.	1, 2, 3	Principal Assistant Principal Counselor Instructional Specialist Librarian Head Teachers Teachers	Check CBA's every six weeks Report cards STAAR Results				
							

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

Performance Objective 4: By May 2018, D.D. Hachar will provide a differentiated curriculum in all areas of instruction in order to develop students needed knowledge and analytical skills, therefore, increasing achievement in TAPR and System Safeguards.

Evaluation Data Source(s) 4: 80% of all students at D. D. Hachar Elementary School, including all subgroups, will meet the federal, state, and local academic performance accountability measures.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar Elementary will review, revise, restructure, and align existing curriculum, instruction and assessments for all students including Special Education population using : *Lead Documents * Science TEKS *ELAR TEKS * Math and Science Adoptions	2, 3, 8	Principal Assistant Principal	Check CBAs every six weeks Report cards				


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

Performance Objective 1: By May 2018, D.D. Hachar will provide a focus on the whole child through enhancement of programs in the areas of character education that will foster responsible students reducing disciplinary referrals to 5% of student population.

Evaluation Data Source(s) 1: 80% of all students at D. D. Hachar Elementary School, including all subgroups, will meet the federal, state, and local academic performance accountability measures, and increase student awareness of different careers, student academic attitude and student self-esteem and self discipline by 100%.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>1) D. D. Hachar Elementary School will facilitate the RTI and collaboratively provide other educational, behavioral strategies and provide available programs to teachers for at-risk students before considering Special Education.</p> <p>Adopt a Student Reading Intervention My Reading Coach MVRC</p>	1, 2, 8	Principal Assistant Principal RTI Team Teachers Reading Interventionist Instructional Specialist Counselor Lab Managers (CEI & Computer Lab and Science Lab)	Comprehensive Student Summary Report Teacher Referral Curriculum & Instruction Student Data Form Tier 1, 2, or 3 Documentation RTI Committee Minutes				
<p>2) . D. D. Hachar Elementary will enhance the Character Education Program through the support of programs such as:</p> <p>Day to Day Motivational Quotes Project Wisdom Health (Safety, Drug Awareness, and Character Traits* Too Good for Drugs Curriculum (1st â" 5th grade)* Junior Achievement Rachelâs Challenge* RADKIDS training for 2nd grade students Trevor Romain Bullying Kit</p>	2, 6	Principal Assistant Principal Counselor Teachers (PK-3 to 5th)	Sign â" in Documentation Discipline Referrals PEIMS 425				







3) D. D. Hachar Elementary will provide students with information about college readiness and careers through different presenters on Career Day.	2	Counselor Principal Assistant Principal Teachers Guest from Community	Counselor Report Career Survey				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 6</p> <p>4) . D. D. Hachar Elementary will recognize and reward students every six weeks at the High Five A Rally and End of Year Awards Ceremony.</p> <p>Perfect Attendance A/B Honor Roll Accelerated Reader Top Readers Attitude in Class Attitude in Sportsmanship</p>	1, 2, 6	Principal Assistant Principal Counselor Teachers Librarian	Attendance Report A/B Honor Roll Report AR Reports Teacher and Coach Referral on Great Attitude				
5) D. D. Hachar will provide students with extra curricular Activities to enhance student academic performance and build their social skills. National Honor Society, UIL Literacy Writing Contest Accelerated Reader Contest Courtesy Service Choir Spin-a-Fact (5th grade) Spin-a-Fact Jr. (Kinder) Chess Club Spelling Bee Athletic Program Library Club Math and Science Club Dance Club Art Club Snacks for competitions participants	1, 2, 6	Principal Assistant Principal Club sponsors UIL Coaches	Event Documentation School Calendar Agendas Sign-Ins AR Reports Attendance Documentation Students Report Card Discipline Referrals				
							

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

Performance Objective 2: By May 2018, D.D. Hachar will implement effective proactive, safe school practices that will reflect an annual 5% reduction of behavioral referrals on the PEIMS Report.

Evaluation Data Source(s) 2: D. D. Hachar Elementary will decrease discipline referrals by 10% by implementation of the CHAMPs, an increase awareness of a drug free lifestyle, and to maintain a safe environment by decreasing incident referrals by 2% from the previous year.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar will implement the CHAMPs Discipline Program.	5	Principal Assistant Principal Teachers Support Staff Paraprofessionals	Walkthrough observations classroom Hallways Library Gym Cafeteria				
2) D. D. Hachar will continue to provide open door policy by administration for all students, Parents, teachers, and staff.	2	Principal Assistant Principal	Individual Conference forms E-mails Memos Meetings				
3) D. D. Hachar will provide classroom visits periodically by counselor to implement intervention strategies to promote a safe and orderly school by: Group/Individual/Family Counseling Problem Solving Activities Consultant/Speakers/Law Enforcement	5, 7, 8	Counselor Principal Assistant Principal	List of campus intervention strategies Counselor Monthly Reports Decrease by 2% of discipline referrals				
4) D. D. Hachar will conduct teaching approaches for adjusting behavior of at-risk students by participating in Drug awareness activities. Red Ribbon Week Great American Smoke Out Essay Contests	2, 4	Counselor Principal Assistant Principal Teachers	List of Campus Intervention strategies Counselor Monthly Report Decrease of student discipline referrals by 2% Letters to Parents Student Participation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: By May 2018, D.D. Hachar will reduce truancy by promoting and fostering daily attendance 95% to 98%.

Evaluation Data Source(s) 3: D. D. Hachar Elementary will be at 100% Compliance with the compulsory attendance law, 98% of the students will attend school daily.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar will recognize Each class by posting their attendance for the six weeks by our attendance bulletin board Perfect Attendance the Key to Success. Recognize class or classes every 2 weeks with 100% attendance with popcorn treat. Recognize individual students with perfect attendance at the High 5 Rally with attendance button or pencil.	3, 5, 7, 8	Principal Assistant Principal Counselor Teachers	Attendance Reports Six weeks Report Card Grades Academic Passing Report from IT Dept PEIMS				

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

Performance Objective 4: By May 2017, D. D. Hachar will ensure a safety plan for all students and staff to promote a safe and secure campus by reducing accidents or incidents by 10%.

Evaluation Data Source(s) 4: D. D. Hachar Elementary will decrease claims By 10% annually by implementing safety procedures.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) .D.D. Hachar will enforce security procedures for Visitors, Staff and Students. Gated entrance Door bell and camera at entry door Sign-in visitors thru RAPTOR/ picture Id Employee ID Card Parental Involvement	4, 5	Security Guard Parent Liaison Office Staff Principal Assistant Principal	Sign-In Sheets Parent Log Raptor Reports of sign-in				
2) D. D. Hachar will establish morning, lunch, and dismissal procedures. Administrative Monitoring Lunch duty by Auxiliary staff and paraprofessionals Arrival and Dismissal duties by paraprofessionals	2	Principal Assistant Principal Auxiliary Staff Paraprofessionals Custodians Security Guard Crossing Guards Office staff	Promote safe environment Ensure student safety Decrease of student referrals by 2% Data schedules for campus personnel Safety and or Incident Reports				

<p>3) D. D. Hachar will address traffic and school transportation safety by assigning staff to campus needs.</p> <p>Paraprofessionals for before and after school duty</p> <p>Directing traffic at peak campus hours by crossing guards</p> <p>Designate pick-up and drop-off zones at the campus</p> <p>Bus available for students residing across hazardous routes.</p>	2	<p>Principal Assistant Principal Auxiliary Staff Paraprofessionals Custodians Security Guard Crossing Guards Office staff</p>	<p>Data Schedules for Campus Personnel Safety Reports Campus Incident Reports</p>				
<p>4) .D. D. Hachar will provide monthly safety meetings for staff and students through drills to familiarize themselves in proper procedures for different situations.</p> <p>Teacher training on CERT procedures</p> <p>Monitoring students within a two story building</p> <p>Student training on fire drill routes and lock downs</p>	2, 4	<p>Principal Assistant Principal Auxiliary Staff Paraprofessionals Custodians Security Guard Crossing Guards Office staff</p>	<p>Campus Incident Reports Safety Meeting Agendas Sign- In Sheet Fire Drill Log</p>				

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

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

Performance Objective 1: By May 2018, D. D. Hachar Elementary will provide a focus on the whole child through participation in a partnerships with different entities to foster responsible and highly motivated students to achieve.

Evaluation Data Source(s) 1: D. D. Hachar Elementary will increase student achievement in local and state assessments for all students (all subgroups) to 80%,and increase student awareness of different careers, academic attitude self-esteem and self discipline by 100 %

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar Elementary will provide students with incentives by teachers and field trips relevant to instruction.	2, 6	Principal Assistant Principal Teachers	Attendance Rosters Student reflective narrative or pictorial				
Imaginarium (4th & 5th grade) Planetarium (1st & 2nd grade) Lamar Bruni Vergara Environmental Center (3rd grade) LIFE Downs (Kinder) Student Assemblies for Science (PK3 - 5th)	Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$3,240.00, 199 - General Fund: SCE (PIC 30) - \$500.00						

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

Performance Objective 2: By May 2018, D. D. Hachar Elementary will implement a parental involvement program where parents are full in the decisions that affect student learning.

Evaluation Data Source(s) 2: D. D. Hachar Elementary will increase parental involvement by 10% to promote student achievement to ensure parent communication and participation and to provide an open line of communication

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar will conduct parent meeting to ensure meaningful participation in the campus decision- making process. Meet the Teacher Parent Teacher Conferences Parent Organization Meetings	6, 10	Parent Involvement Liaison PTC Officers Principal Assistant Principal Counselor	Sign in Sheets Agendas Meeting Minutes Parent Conference Interagency coordination agreement and schedules Parental Involvement sign-ins				
Funding Sources: 211 - ESEA Title I: Improving Basic Program - \$600.00							
							

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

Performance Objective 3: By May 2018, D. D. Hachar Elementary will ensure strategically and effectively developed community and business partnerships to help meet the needs of all students.

Evaluation Data Source(s) 3: D. D. Hachar Elementary will increase student participation in community and business partnership with 80% of our students contributing to partnerships.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar will develop partnerships with local businesses and community service groups to provide students and their families support services. East Hachar Recreation Center Junior Achievement American Red Cross Juvenile Diabetes Women's City Club American Cancer Society South Texas Food Bank Bethany House Casa Misericordia	6, 10	Principal Assistant Principal Counselor Agency Representatives	Sign in Sheets Agendas Letter of Commitment Notices Assessment of socio- economic needs of students & families List of materials distributed and contributors Certificates and Thank you Letters Parental Consent				
2) D. D. Hachar will encourage and support efforts to promote community service as a measure of student positive behavior by participating in: American Red Cross Junior Achievement Juvenile Diabetes Women's City Club American Cancer Society South Texas Food Bank	6, 10	Principal Assistant Principal Teachers Counselor Parent Liaison Agency Representatives	Campus community service documentation				

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







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

Performance Objective 1: By May 2018, D. D. Hachar Elementary will implement the Child Nutrition Program at 100% so that all students' nutritional needs will be met.

Evaluation Data Source(s) 1: D. D. Hachar Elementary students and staff will execute the school nutritional policy and show 100% awareness of nutritional Food Choices. needs will be met.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar Elementary will continue to implement initiatives to influence healthy lifestyles. Breakfast in the Classroom PK-3 to 5th Grade Family Style Lunch Program PK-3 and PK-4 Fresh Fruit & Vegetable Program	10	Principal Assistant Principal Cafeteria Personnel Teachers	Parent Letter Nutritional Guideline Policy				
2) D. D. Hachar will limit serving students' food of minimal nutritional value or candy to only three events per year. October, December and February.	10	Principal Assistant Principal Teachers	Nutritional Guideline Policy				

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

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

Performance Objective 2: By May 2018, D. D. Hachar Elementary will implement a Health Program so that all students are taught good health choices.

Evaluation Data Source(s) 2: D. D. Hachar Elementary students and staff from Kinder to 5th will implement program at 100% to promote awareness of nutritional Food Choices and healthy life-styles.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar will work with The Fresh fruits and vegetables Program award from the Texas Dept. of Agriculture that provides fruits and vegetables as a snack to all students to promote a healthier life choice in eating.	10	Child Nutritional program Cafeteria Personnel Administration Teachers	Letters to parents FFDA Monitor FFDA Survey				

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

Performance Objective 3: By May 2018, D. D. Hachar Elementary Staff will implement the Health Program so that all students and adults are aware of good health choices.

Evaluation Data Source(s) 3: D. D. Hachar Elementary staff will implement the Catapult program at 90% to promote awareness of healthy life styles

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar will participate with the District and Catapult to provide all employees with free checkups on campus to provide health information to each employee.	2, 10	Superintendent Blue Cross Blue Shield Health Providers LISD RN Nurses Catapult Health	Flyer for all LISD Employees with procedures for Health Fairs				

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







Performance Objective 1: By May 2018, D. D. Hachar Elementary will allocate 90% out of 100% of resources to support the instructional program.

Evaluation Data Source(s) 1: D. D. Hachar Elementary will have a balanced campus budget 100% of the time.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) D. D. Hachar administration will monitor a tracking System that accounts for all campus program funds, student accountability.</p>	3	Principal Assistant Principals CEIC Budget Chairperson Campus Bookkeeper	100% implementation of sound financial tracking system				
Funding Sources: 461 - Campus Activity Fund - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>2) D. D. Hachar will allocate resources to support the instructional model and standard-based practices. Instructional Workbooks for all content areas GT general Supplies UIL Supplies Sp. ed. General Supplies Web-Based Instructional software Instructional Materials General supplies toner for classrooms Materials for Administrative Office Student Planners and folders 10 Mimeos for upper grades for classroom instruction Administration General Supplies Nurse's General Supplies Counselor's General Supplies DMAC SCATRONS/warranty After School Daycare General Supplies Raptor Labels Copier Rental Laminating Machine</p>	1, 2	Principal Assistant Principal Budget committee CEIC Campus Bookkeeper	Budget allocation Report Budget Committee Allocation Comprehensive Needs Assessments CEIC Agendas Sign in sheets Grade level meetings				
<p>Funding Sources: 199 - General Fund: Operating (PIC 99) - \$1,300.00, 199 - General Fund: Special Education (PIC 23) - \$68.00, 199 - General Fund: SCE (PIC 30) - \$2,980.00, 199 - General Fund: Basic Instruction PreK (PIC 32 - \$0.00, 199 - General Fund: SCE Pre K (PIC 34) - \$0.00, 211 - ESEA Title I: Improving Basic Program - \$3,763.00, 199 - General Fund: GT (PIC 21) - \$248.00, 199 - General Fund: Basic Instruction (PIC 11) - \$19,447.00, 199 - General Fund: Operating Variable (PIC 99) - \$3,000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>3) . D. D. Hachar Library will allocate resources to support the curriculum by purchasing the following materials: --General Supplies --Bulbs --Overheads --Boom Boxes --Dukane cameras -- Instructional visuals --Library Repair Kits --Library Software --Web-based e-books --Awards --Library Books --Reading Materials --Alexandria</p>	1, 2	Librarian Principal Asst. Principal Teachers Technology Trainer	Budget allocation Report Budget Committee Allocation Comprehensive Needs Assessments CEIC Agendas Sign in sheets Grade level meetings				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$1,900.00, 199 - General Fund: SCE (PIC 30) - \$3,000.00, 211 - ESEA Title I: Improving Basic Program - \$1,050.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) D. D. Hachar will provide staff with opportunities to attend staff development thru ERC or consultants. Region One Technology Academies in Reading, Math, Writing and Science Music Conference Library Conference Library Dues TMEA Membership Renewal Administrative Travel RAD Kids</p>	1, 2	Principal Asst. Principal Teachers Teacher Aides Auxiliary Staff	Budget allocation Report Budget Committee Allocation Comprehensive Needs Assessments CEIC Agendas Sign in sheets Grade level meetings				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>5) D. D. Hachar will conduct a textbook inventory periodically during the school year.</p>	10	Principal Asst. Principal Campus Clerk	Campus Funds- Principal's account				
<p>Funding Sources: 199 - General Fund: Operating (PIC 99) - \$0.00, 199 - General Fund: Basic Instruction (PIC 11) - \$1,400.00, 211 - ESEA Title I: Improving Basic Program - \$1,015.00</p>							
<p>Funding Sources: 461 - Campus Activity Fund - \$0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: By May 2018, D. D. Hachar Elementary will review needs of facility and maintain the campus at 100%.

Evaluation Data Source(s) 2: D. D. Hachar Elementary will maintain campus at 100% of the time.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) D. D. Hachar will review and make necessary purchases to maintain restrooms, hallways, classrooms, yard materials or plants and paint to maintain the aesthetic condition of our campus for a conducive learning environment. We will save energy and maintain and conserve our resources	1, 2	Principal Assistant Principal Custodial Staff Division of Operations	Safety Standards School Inspection of Aesthetics.				







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

Performance Objective 1: By May 2018, D. D. Hachar Elementary will review needs of staff and maintain the campus at 100% Highly Qualified.

Evaluation Data Source(s) 1: D. D. Hachar Elementary will maintain its teaching staff at 100% highly qualified.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) D. D. Hachar will make allowances for flexible scheduling for college block I, II and III students to retain highly qualified Paraprofessionals.</p>	5	Principal Assistant Principal Human Resources Elementary Coordinator	TAMIU Sign-in Logs				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) D.D. Hachar has trained and will Continue to train experienced teachers to mentor TAMIU Block III students or Newly assigned teachers to our campus.</p>	5	Principal Assistant Principal TX Bess Teacher Coordinator TAMIU	Mentoring Logs Lesson Plans Observation Logs				







<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) D. D. Hachar staff will deliver high quality individualized instruction by participating in up to date professional staff development.</p> <p>Campus-Based Professional Development, Skyward Grade book Academic Vocabulary Thinking Maps HB 3 Performance Standards STAAR, STAAR A, STAAR Alt., STAAR LAT TELPAS 504/Dyslexia updates Response to Intervention (RTI) PD 360 Mandated Trainings: Sexual Harassment, Dignity and Respect, Child Abuse and Neglect and Technology AUP</p>	<p>1, 2, 6, 10</p>	<p>Principal Assistant Principal Technology Trainer Campus Trainers of Grade book Bilingual Strategist Instructional Specialist Reading Interventionist District Coordinators</p>	<p>Staff Development Sign-ins Agendas Eduphoria Registration Evaluations</p>				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - \$500.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: By May 2018, D. D. Hachar Elementary will review needs of facility and maintain the campus at 100%.

Evaluation Data Source(s) 1: D. D. Hachar Elementary will maintain the campus at 100% of the time.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p>Critical Success Factors CSF 6</p> <p>1) D. D. Hachar will review and make necessary purchases to maintain restrooms, hallways, classrooms yard materials or plants and paint to maintain the aesthetic condition of our campus for a conducive learning environment. We will save energy and maintain and conserve our resources.</p>	2, 8	Principal Assistant Principal Custodial Staff Division of Operations	Safety Standards School Inspection of Aesthetics				
Funding Sources: 461 - Campus Activity Fund - \$0.00							
<p>Critical Success Factors CSF 6</p> <p>2) D. D. Hachar will review and make necessary changes to maintain a balance on resources used for facilities such as, electrical, water, and janitorial supplies.</p>	2	Principal Assistant Principal Custodial Staff Bookkeeper	Maintain schedule for water usage, electrical usage, custodial mop and supplies				
Funding Sources: 199 - General Fund: Operating (PIC 99) - \$202,662.00							
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) D. D. Hachar will participate in the E-Rate program that offers discounts for voice, video, and data communications to the campus.</p>	2	Principal Chief Technology Officer	Faster broadband and accessibility to instructional web.				
Funding Sources: 180 - E-Rate Fund - \$0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: The school district will ensure that all students and staff are provided with quality support services as well as secure, properly maintained energy efficient facilities that are conducive to academic achievement

Evaluation Data Source(s) 2: In progress (E-Rate).

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
Critical Success Factors CSF 1 CSF 5 CSF 6 1) In progress (E-Rate)	2	Principal Chief Technology Officer					
Funding Sources: 180 - E-Rate Fund - \$0.00							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	D. D. Hachar Elementary will monitor Tier I, II, and III instruction and interventions for At-Risk students. Students will utilize intervention programs including istation, Think Through Math, Head Sprout, Smarty Antz, RAZ Kidz, etc.

State Compensatory

Budget for Demetrio D. Hachar Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-20-119-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,000.00
199-11-6129-00-119-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,204.00
199-12-6129-00-119-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$19,841.00
199-31-6129-00-119-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,655.00
199-32-6129-00-119-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$5,951.00
199-34-6119-00-119-8-34-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$189,431.00
6100 Subtotal:		\$324,082.00
6300 Supplies and Services		
199-12-6329-20-119-8-30-000	6329 Reading Materials	\$3,000.00
199-11-6399-00-119-8-30-000	6399 General Supplies	\$2,980.00
6300 Subtotal:		\$5,980.00
6400 Other Operating Costs		
199-11-6494-00-119-8-30-000	6494 Reclassified Transportation Expenses	\$500.00
6400 Subtotal:		\$500.00

Personnel for Demetrio D. Hachar Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alberto Lopez	Pre-Kinder 4	Professional Salaries	0.5
Alejandra Espinoza	Teacher Assistant	Para-Prof. Salaries	1.0
Aurora Flores	Sci. Lab Manager	Para-Prof. Salaries	1.0
Barbara Flores	Teacher Assistant	Para-Prof Salaries	0.5
Darlinda Valdez	Pre-Kinder 3	Professional Salaries	.50
Diana Cedillo	Teacher Assistant	Para-Prof Salaries	1.0
Gabriel Quiroga	Com. Lab. Mgr.	Para-Prof. Salaries	1.0
Isela Reyes	Pre-Kinder 3	Professional Salaries	.50
Juana Paredes	Pre-Kinder 4	Professional Salaries	0.5
Karla De Hoyos	Att. Officer	Para-Prof. Salaries	0.20
Patricia A. Wade	Counselor	Professional Salaries	0.5
Sandra C. Trevino	Library Aide	Para-Prof. Salaries	1.0
Sandra Valdez	Pre-Kinder 4	Professional Salaries	.50

Title I

Schoolwide Program Plan

Our campus is a Title I schoolwide program due to our students economically disadvantaged status.

The schoolwide program in the Laredo Independent School District is intended to upgrade the entire educational program at all eligible campuses. Its primary goal is to ensure that all students, particularly those students who are low-achieving, demonstrate proficient and advanced levels of achievement in the state assessment. The emphasis of the program is to serve all students, improve all structures that support student learning, and to combine all resources, as allowed, to achieve student success thus maximizing the impact of Title I.

This will require that all schoolwide campuses

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan;
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Through our comprehensive needs assessment our campus will maintain highly qualified teachers to address the needs of our student population.

The comprehensive needs assessment should identify the educational strengths and areas in need of improvement by examining student performance, staff and curriculum objectives, parent and community involvement, and campus facilities.

2: Schoolwide Reform Strategies

D. D. Hachar has selected the following strategies to assist the students at this campus perform successfully.

Schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies should be based on effective means of improving achievement of children.

3: Instruction by highly qualified professional teachers

D. D. Hachar has teachers that are highly qualified professionals to provide instruction to a low social economic demographic.

All teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required to be highly qualified.

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

D. D. Hachar Elementary administration, teachers, and staff are provided with high quality and ongoing professional development by the district and campus. Teachers and other staff in schoolwide program schools must be prepared to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them

5: Strategies to attract highly qualified teachers

D. D. Hachar's strategies to attract highly qualified teachers is the flexibility for our para-professionals to continue their education, and working with TAMIU to train and mentor new student teachers. The schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

- Attend college and ESC job fairs.
- Provide mentoring program.
- Retain teaching staff through reform strategies to change the characteristics of the campus to become more personally and professionally satisfying.
- Promote quality leadership (campus administration).
- Provide on-going professional development for programs that are in place on a campus for both teachers and instructional paraprofessionals.

6: Strategies to increase parental involvement

D. D. Hachar has provided an array of strategies to increase our parental involvement. Our campus has provided monthly meeting for parents

to inform them of services in the community, to participate in different events sponsored by the school through notifications in their dominant language, consultation (parent conferences) and building capacity for their children's education.

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

Title I, Part A preschool programs provide young children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school. D. D. Hachar welcomes students from neighborhood head start programs to visit and become familiar with our campus. We also transition our fifth graders by having them visit the middle school.

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

In addition to state performance data, measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. D. D. Hachar will coordinate horizontally, vertically and by content area to plan effectively to improve student achievement.

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

D. D. Hachar will use the RTI process effectively to ensure that all students needing assistance will not slip academically. We will include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels shall 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

D. D. Hachar's CEIC and campus administration will review budget, resources, and professional developments to ensure that integration of state, local and federal services and programs are utilized. Section 1114 of Title I, Part A, Public Law 107-110 of NCLB authorizes eligible schools to consolidate Title I funds, along with other Federal, State and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design. Title I schoolwide programs are also encouraged to use the flexibility available to them to coordinate and integrate services and programs, as well as funding, with the aim of upgrading the entire educational program for all students. Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility, etc

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cordelia Salinas	Intrv-Inst. Specialist	Professional Salaries	1.0
Elisa Garcia	Teacher Assistant	Para-Prof. Salaries	1.0
Guadalupe Zavala	T.A. Pre-K 3 yrs.	Para Prof. Salaries	1.0
Isle Mendez-Fraga	Health Aide	Para-Prof. Salaries	0.4
Jo Anne Martinez	CEI Interventionist	Para-Prof. Salaries	1.0
Jose R. Benavides	Technology Trainer	Professional Salaries	0.5
Maria Rabago	Teacher Assistant	Para-Prof Salaries	1.0
Sanjuanita Bondoc	Parent Liasion	Para-Prof. Salaries	1.0

17-18 Needs Assessment Team

Committee Role	Name	Position
Non-classroom Professional	Cordelia Salinas	Instructional Specialist
Administrator	Cynthia Villarreal-Gonzalez	Principal
Administrator	Anna Aguiar	Assistant Principal
Classroom Teacher	Sonia Rizo	Music Teacher
Classroom Teacher	Leslie Casarez	Resource Teacher
Classroom Teacher	Lilia Ramon	Resource Teacher
Non-classroom Professional	Carla Izaguirre	Librarian
Classroom Teacher	Teresita Benavides	PE Coach
Non-classroom Professional	Patricia Wade	Counselor
Classroom Teacher	Aide Veliz	Teacher
Classroom Teacher	Hilda Frausto	Teacher
Classroom Teacher	Adriana Lechuga	Teacher
Classroom Teacher	Loraine Laurel	Teacher
Parent	Alma Garcia	Parent Representative
Community Representative	Cristobal Blasco	Local DJ Buck Buck Country

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Non-classroom Professional	Cordelia Salinas	Instructional Specialist
Administrator	Cynthia Villarreal-Gonzalez	Principal
Administrator	Anna Aguiar	Assistant Principal
Classroom Teacher	Sonia Rizo	Music Teacher
Classroom Teacher	Leslie Casarez	Resource Teacher
Classroom Teacher	Lilia Ramon	Resource Teacher
Non-classroom Professional	Carla Izaguirre	Librarian
Classroom Teacher	Teresita Benavides	P. E. Coach
Non-classroom Professional	Patricia Wade	Counselor
Classroom Teacher	Aide Veliz	Teacher
Classroom Teacher	Hilda Frausto	Teacher
Classroom Teacher	Adriana Lechuga	Teacher
Classroom Teacher	Loraine Laurel	Teacher
Parent	Alma Garcia	Parent Representative
Community Representative	Cristobal Blasco	Local DJ Big Buck Country

Campus Funding Summary

180 - E-Rate Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	Funding Source 180 - E-Rate Fund		\$0.00
7	2	1	E-Rate Fund		\$0.00
Sub-Total					\$0.00
199 - General Fund: Basic Instruction (PIC 11)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	33 FTE Reg. payroll	6100	\$1,694,031.00
1	3	1	Consluting Services PSP	199-13-6291-99-119-8-11-PSP	\$0.00
2	1	4	Incentives and Awards	199-11-6499-44-119-8-11-000	\$4,000.00
3	1	1	Educational Field Trips Kinder to 5th	199-11-6494-00-119-8-11-000	\$3,240.00
5	1	2	General Supplies K to 5th	199-11-6399-00-119-8-11-000	\$4,610.00
5	1	2	Teachers Instructional Allocation	199-11-6399-99-119-8-11-INS	\$6,580.00
5	1	2	Copier Rental	199-11-6264-00-119-8-11-000	\$8,257.00
5	1	3	Alexandria Maint. & Repair	199-12-6249-00-119-8-11-LIC	\$840.00
5	1	3	Library Bk Reading Materials	199-12-6329-20-119-8-11-000	\$1,060.00
5	1	4	Teachers Region one S. D.	199-13-6239-00-119-8-11-000	\$400.00
5	1	4	Teacher Travel O/D	199-13-6411-00-119-8-11-000	\$950.00
5	1	4	TMEA Membership Renewal	199-13-6495-00-119-8-11-000	\$50.00
6	1	3	Extra Duty Pay W/O Students-Professional Development	199-13-6119-20-119-8-11-000	\$500.00
Sub-Total					\$1,724,518.00
199 - General Fund: Operating (PIC 99)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE's for Administration/Custodians/Others	6100	\$592,243.00
2	1	4	High Five Rally Incentives	199-31-6499-44-119-8-99-000	\$500.00
2	1	5	UIL General Supplies	199-36-6399-00-119-8-99-000	\$350.00

2	1	5	UIL Miscellaneous Operating Cost (Food and Registration Fees)	199-36-6499-00-119-8-99-000	\$700.00
2	1	5	Transportation for non educational trips	199-36-6494-00-119-8-99-000	\$2,000.00
2	1	5	National Honor Society Dues	199-36-6495-00-119-8-99-000	\$84.00
5	1	2	After School General Supplies	199-61-6399-99-119-8-99-AFT	\$1,000.00
5	1	2	Administration General Supplies	199-23-6399-00-119-8-99-000	\$0.00
5	1	2	Counselor General Supplies	199-31-6399-99-119-8-99-000	\$300.00
5	1	4	Administrative S. D. Region One	199-23-6239-00119-8-99-000	\$0.00
5	1	4	Administrative Travel O/D	199-23-6411-00-119-8-99-000	\$0.00
7	1	2	Janitorial Dust/Wet Mop Ser.	199-51-6249-99-119-8-99-000	\$1,051.00
7	1	2	Water and Sewage	199-51-6255-00-119-8-99-000	\$11,289.00
7	1	2	Telephone	199-51-6256-00-119-8-99-000	\$1,500.00
7	1	2	Sanitation Service	199-51-6255-01-119-8-99-000	\$2,478.00
7	1	2	Electricity	199-51-6269-00-119-8-99-000	\$170,679.00
7	1	2	Wet Mop Supplies	199-51-6317-90-119-7-99-000	\$83.00
7	1	2	Janitorial Supplies	199-51-6317-99-119-8-99-000	\$14,832.00
7	1	2	Safety Supplies	199-52-6399-00-119-8-99-000	\$750.00
Sub-Total					\$799,839.00

199 - General Fund: Special Education (PIC 23)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE - Sp. Ed. Payroll	6100	\$398,330.00
5	1	2	Sp. Ed. General Supplies	199-11-6399-00-119-8-23-000	\$68.00
Sub-Total					\$398,398.00

199 - General Fund: Bilingual (PIC 25)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTEs Bilingual Payroll	6100	\$80,266.00
1	1	2	Testing Materials for Bilingual	199-11-6339-00-119-8-25-000	\$2,500.00
1	1	2	Supplies for Bilingual	199-11-6399-00-119-8-25-000	\$0.00
1	1	2	Rdg Material to Service Bilingual Students (Dictionaries)		\$1,000.00

1	3	1	Bilingual Extra Duty Pay Tutorials	199-11-6119-20-119-8-25-000	\$3,278.00
Sub-Total					\$87,044.00
199 - General Fund: GT (PIC 21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	GT General Supplies	199-11-6399-00-119-8-21-000	\$248.00
Sub-Total					\$248.00
199 - General Fund: Operating Variable (PIC 99)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Administrative Supplies	199-23-6647-00-119-8-99-000	\$3,000.00
Sub-Total					\$3,000.00
199 - General Fund: Bilingual Pre K (PIC 35)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE PreKinder Bilingual Payroll	6100	\$37,200.00
Sub-Total					\$37,200.00
199 - General Fund: Basic Instruction PreK (PIC 32)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE Pre-Kinder Payroll	6100	\$152,787.00
5	1	2	Pre-Kinder Bid Items	199-11-6399-00-119-8-32-000	\$0.00
Sub-Total					\$152,787.00
199 - General Fund: SCE Pre K (PIC 34)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE Pre Kinder Payroll	6100	\$189,431.00
5	1	2	PreKinder Instructional Materials	199-11-6399-00-119-8-34-000	\$0.00
Sub-Total					\$189,431.00
199 - General Fund: SCE (PIC 30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTes State Comp. Payroll	6100	\$135,854.00
1	3	1	SCE Extra Duty Pay Tutorials	199-11-6119-20-119-8-30-000	\$3,000.00

3	1	1	Educational Field Trip Pre Kinder	199-11-6494-00-119-8-30-000	\$500.00
5	1	2	SCE Instructional Materials	199-11-6399-00-119-8-30-000	\$2,980.00
5	1	3	Library Books	199-12-6329-20-119-8-30-000	\$3,000.00
Sub-Total					\$145,334.00

211 - ESEA Title I: Improving Basic Program

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE Professional and para professionals salaries	6100	\$235,506.00
3	2	1	Mis. Operating Cost-Parent Goodies	211-61-6499-00-119-8-30-000	\$100.00
3	2	1	General Supplies-Parent Liaison	211-61-6399-00-119-8-30-000	\$500.00
5	1	2	Toner	211-11-6399-99-119-8-30-000	\$2,963.00
5	1	2	Nurse's General Supplies	211-33-6399-00-119-8-30-000	\$600.00
5	1	2	Supplies Raptor	211-52-6399-00-119-8-30-000	\$200.00
5	1	3	Reading Materials Newspaper/Magazines	211-12-6329-00-119-8-30-000	\$250.00
5	1	3	General supplies for Library	211-12-6399-00-119-8-30-000	\$300.00
5	1	3	AR Incentives	211-12-6499-44-119-8-30-000	\$500.00
5	1	4	Librarian Dues	211-12-6495-00-119-8-30-000	\$35.00
5	1	4	Misc. Oper. Cost-RAD Kids	211-13-6499-00-119-8-30-000	\$360.00
5	1	4	Travel O/D Counselor	211-31-6411-00-119-8-30-000	\$270.00
5	1	4	Adminstrative Travel O/D	211-23-6411-00-119-8-30-000	\$350.00
Sub-Total					\$241,934.00

224 - IDEA - Part B: Formula Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE -SPECIAL ED.	6100	\$73,795.00
Sub-Total					\$73,795.00

225 - IDEA - Part B: Preschool Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE- ESEA	6100	\$0.00
Sub-Total					\$0.00

255 - ESEA II, A Training & Recruiting					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Training Title II, Part A		\$66,892.00
Sub-Total					\$66,892.00
263 - LEP Bilingual Program Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	FTE BILINGUAL	6100	\$11,110.00
Sub-Total					\$11,110.00
435 - SSA Regional Day School - Deaf					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Deaf Ed	6100	\$1,950.00
Sub-Total					\$1,950.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Principal's Account Awards	461	\$0.00
5	1	1	Campus Activity Funds- Fundraisers		\$0.00
5	1	5	Principal Account		\$0.00
7	1	1	Principal's Account	461-	\$0.00
Sub-Total					\$0.00
Grand Total					\$3,933,480.00

Addendums

TEXAS EDUCATION AGENCY

2015 Accountability Summary

D D HACHAR EL (240901119) - LAREDO ISD

Accountability Rating

Met Standard

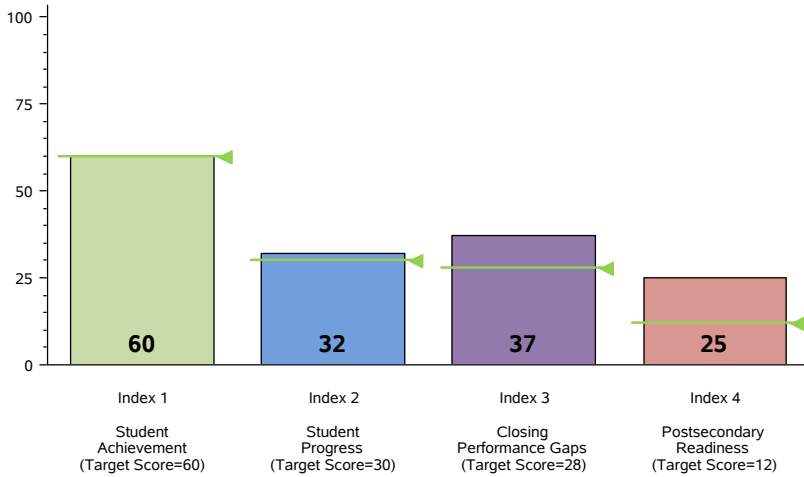
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in Reading/ELA
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NOT ELIGIBLE
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	540 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	84.1
Percent English Language Learners	73.7
Mobility Rate	27.7

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	189	314	60
2 - Student Progress	189	600	32
3 - Closing Performance Gaps	220	600	37
4 - Postsecondary Readiness			
STAAR Score	25.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		25

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	5 out of 12 = 42%
Participation Rates	4 out of 4 = 100%
Graduation Rates	N/A
Total	9 out of 16 = 56%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

TEXAS EDUCATION AGENCY

2015 Accountability Summary

D D HACHAR EL (240901119) - LAREDO ISD

Accountability Rating

Met Standard

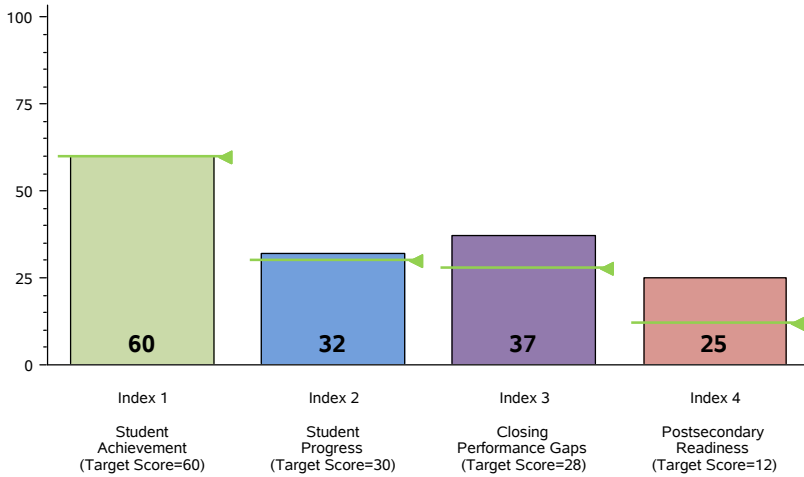
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in Reading/ELA
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NOT ELIGIBLE
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	540 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	84.1
Percent English Language Learners	73.7
Mobility Rate	27.7

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	189	314	60
2 - Student Progress	189	600	32
3 - Closing Performance Gaps	220	600	37
4 - Postsecondary Readiness			
STAAR Score	25.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		25

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	5 out of 12 = 42%
Participation Rates	4 out of 4 = 100%
Graduation Rates	N/A
Total	9 out of 16 = 56%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>