

San Elizario Independent School District
Borrego Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: May 14, 2024

Demographics

Demographics Summary

Alfonso Borrego Sr. Elementary is one of six campuses in the San Elizario Independent School District and was built in 2001. Borrego Elementary serves students in grades 3-6 for the 2024-2025 school year.

Borrego Elementary currently serves a population of approximately 472 students in grades 3-6. The student population is 99.79% Hispanic, 91.10% economically disadvantaged, 81.14% at-risk, 67.58% are Emergent Bilingual, and 59.32% are Bilingual.

The average daily attendance rate for students is 95.6%.

The total student population is 472.

The breakdown by grade level is as follows:

Grade 3--117; Grade 4--118; Grade 5--118; Grade 6--119

The percentage of male students is 50.42%, and female students is 49.58%.

The ethnic makeup of the student population is 99.79% Hispanic, 0.21% white, and 0.00% black.

NEED TO ADD ADDITIONAL INFORMATION ABOUT SPED, PROGRAMS, ETC.

Demographics Strengths

Our student population is homogeneous in nature and with that, the community we serve is also homogeneous. The strengths and needs of the greater community are similar for the majority of the residents. Our student attendance rate is high, and in turn ensures students receive the necessary instruction on a consistent and regular basis. With an average of 117 students per grade level, the campus is of manageable size.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 67.58% of our students are identified as Emergent Bilingual and 59.32% are identified as bilingual **Root Cause:** The student's first language is Spanish and we are challenged with facilitating their acquisition of the English language and increase their proficiency levels along the way.

Student Achievement

Student Achievement Summary

WRITE ABOUT STAAR MATH, READING, AND SCIENCE--OVERALL SCORES PER GRADE LEVEL, FOR ONLY 2023.

ADD 2024 WHEN THOSE SCORES ARE RELEASED.

YOU CAN TALK ABOUT WHAT YOU'RE SEEING RELATED TO MAP ASSESSMENTS AS WELL.

With the most current 2022 accountability ratings, Borrego's overall scaled score was an 87.

Borrego Elementary--Math:

For the 2022-2023 school year, the campus-wide percentage of students that met the Masters Level for Math was at

Borrego Elementary--Reading:

For the 2022-2023 school year, the campus-wide percentage of students that met the Masters Level for Reading was at

Student Achievement Strengths

TALK ABOUT STRENGTHS IN THE DATA YOU SUMMARIZED ABOVE FOR MATH, READING, AND SCIENCE.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We are not making sufficient gains in the area of Closing the Gaps **Root Cause:** There is a lack of strong foundational skills in math and reading.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate at Borrego Elementary strives to promote academic success and social-emotional well-being of all its students and employees. At Borrego, we aim to provide a safe and nurturing environment conducive to learning. Our teachers go above and beyond to ensure that they are meeting the needs of each and every student. Furthermore, teachers plan, collaborate, and are empowered to make a difference and achieve academic success for all students. As a faculty and staff we have three non-negotiables: Respect, academic rigor, and the safety of our learning community.

Our campus has implemented Positive Behavior and Intervention Support (PBIS), which fosters good behavior with a focus on prevention rather than punishment. School-wide behavior and expectations are taught at the beginning of the year and then reinforced several times throughout the year. Students at Borrego Elementary aim to be Responsible, Respectful, and Safe!

The school is under the leadership of Mrs. Teresa Wilks and Assistant Principal Mrs. Veronica Brashear. Stakeholders at Borrego Elementary are committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations, that will develop lifelong learners who are confident, committed and contributing members of society.

School Culture and Climate Strengths

Strengths

Student Recognitions

- Perfect Attendance, A and AB honor roll
- Accelerated Reader Awards

PBIS Incentives

- Monthly Celebrations
- End-of-Year Field Day Celebration
- Caught In Action
- Mentoring Program
- Fundraisers

STEM Curriculum School

Borrego Elementary is dedicated to providing students with an advanced curriculum in all content areas of Science, Technology, Engineering and Mathematics (STEM).

We offer our students:

- Makerspace
- Engineering Lab
- An Hour of Coding
- GT Genius Hour
- Robotics

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There are students that are placed in In School Suspension during the school year. **Root Cause:** PBIS does not work for all students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Grade Levels & Years of Experience:

3rd Grade:

- 2 Monolingual
- 3 Bilingual

4th Grade:

- 2 Monolingual
- 3 Bilingual

5th Grade:

- 2 Monolingual
- 3 Bilingual

6th Grade:

- 2 Monolingual
- 3 Bilingual

Special Education ASC Unit

- 2 teachers

Special Education SLC Unit

- 1 teacher

Special Education Life Skills Unit

- 1 teacher

Special Education

- 2 teachers

Physical Education

- 1 teacher

Music

1 teacher

Library Aide (1)

Staff Quality, Recruitment, and Retention Strengths

1. Borrego's goal is for every new hire to be set up for success from the very first day of work. New teachers attend the district "New Teacher Orientation." We pair a new employee with a mentor and attend the "Mentor Academy." Our new teachers learn the ropes from a veteran teacher with a wealth of resources. Mentors offer guidance and welcome them into the school culture. The Instructional Support Team facilitates transitioning by modeling or co-teaching.
2. We have clear communication pathways so our teachers always learn important information first-hand. We meet weekly for Professional Learning Communities (PLC) to collaborate and plan with their grade-level colleagues. All grade levels also meet weekly with the Leadership Team to analyze and disaggregate data. We discuss strategies and ideas to build on strengths and address weaknesses in the classroom. We have ongoing professional development and seek opportunities for teachers to grow professionally. These trainings are facilitated by Borrego's Instructional Specialist, District Instructional Officers, consultants outside the district, and administrators.
3. Our professional development enhances student learning and vertical alignment across all grade levels since the beginning of the school year. Teachers are trained in focused areas, such as campus expectations, Dual Language/Time and Treatment, Eduphoria, Strive, Student Learning Objectives (SLO), T-TESS Goal Setting, Writing District Initiative/GLAD Implementation, Ethics, Depth of Knowledge (DOK), and Best Practices for TELPAS Domains (Listening, Speaking, Reading, and Writing).
4. Borrego teachers are also trained in non-negotiables courses in different content areas, such as Reader's Workshop, Guided Reading, Sharon Wells Math Training for 3rd-5th grade and hands-on investigations such as Engineering Labs.
5. Besides giving teachers the opportunity to grow professionally, they are also given tools to succeed. All classrooms are equipped with ActivePanels and each teacher has a laptop. Additional resources and materials are ordered at the beginning of the school year by teacher request.
6. Borrego Elementary builds loyalty, commitment, and trust among all their employees. We build and maintain relationships and always keep open lines of communication. We also foster a culture of collaboration and every staff member is willing to lend a helping hand.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a limited amount of qualified applicants in the pool. **Root Cause:** Distance may be a root cause.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In the area of reading, we will continue with our 90-minute Reader's Workshop Model to include guided reading and Literacy Stations. We monitor our students through DRA/EDL, running records, guided reading binders, and all students are monitored in the area of reading and ensuring they are making gains in the five components of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary Development and Comprehension. Reading and Writing go hand-in-hand, so within our literacy stations we incorporate writing. We have a separate 60-minute writing block to include Empowering Writers and teachers work with students through the writing process. In addition, all students are monitored through IStation with a monthly assessment and daily practice.

This is the fifth year we are utilizing Sharon Wells Mathematics. Various resources include Reflex Math for grades 3-5 and IXL for grades 3-6.

In the area of science we utilize STEMscopes and Forde Ferrier. Students also visit the Science Lab/Engineering Connections for hands-on scientific inquiry.

GENERAL/COMPREHENSIVE NEEDS

Increase rigor, consistency and equity across all programs. Provide ongoing research-based professional development opportunities for staff. Provide structure for horizontal and vertical alignment of the curriculum.

INTERVENTION NEEDS

Address RTI needs for all students needing intervention. Reduce gaps in student performance among subgroups through the use of timely, research-based interventions. Provide consistent, rigorous measures which trigger timely and effective interventions for at-risk students.

Curriculum, Instruction, and Assessment Strengths

Professional Learning Communities have been strengthened by keeping the end in mind and deconstructing the TEKS. Data-driven instruction uses data from DRA/EDL, Running Records, District Benchmarks and Unit Assessments in all core contents. Our focus on technology uses the 4 C's for 21st century learners (collaboration, communication, creation, and critical thinking).

STEM Curriculum

Borrego Elementary is dedicated to providing students with an advanced curriculum in all content areas of the Science, Technology Engineering Mathematics (STEM). We offer our students Makerspace, Engineering Labs, an Hour of Coding, GT Genius Hour and Robotics.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We have not made adequate gains in the areas of math and reading as measured by local and STAAR assessments. **Root Cause:** A need to fine tune and closely monitor the first teach and intervention block to reteach concepts.

Parent and Community Engagement

Parent and Community Engagement Summary

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

One area of critical importance at our campus is parental involvement, therefore it is important that we continue to increase the number of volunteers. Communication is another key area of importance. For this reason, we need to maintain up-to-date information with our parents regarding their phone numbers in order to have consistent communication and to be able to inform them of important events. Additionally, in working with our families and community, we must ensure a supportive stance even in difficult situations, such as finding solutions to attendance issues, providing assistance with educational and/or life needs they may be experiencing. One area of concern we would like to improve upon is participation for our evening events such as Literacy Book-of-the-Month. We will continue to offer families opportunities to assist both during the instructional day and after hours.

Academic Nights will continue this school year.

Parent and Community Engagement Strengths

Borrego Elementary maintains consistent parent communication through monthly newsletters, marquee announcements, flyers, and the school website. Our front office staff provides an exceptional level of customer service; they are friendly and provide a welcoming atmosphere. Our staff is always willing to lend a helping hand. Our teachers communicate with parents via Class Dojo and that has been positive for our learning community. Our campus has an open door policy, and parents feel free to come to the office for help.

Borrego Elementary offers monthly Literacy sessions through Book-of-the-Month parent engagement classes. Counselors, teachers, and parent volunteers create opportunities for families to bond. Events such as the Fathers/Daughter Dance and Mother/Son Dance promote positive family relationships. Borrego also promotes critical thinking through hands-on experiences during events such as STEM Night, Literacy and Math Nights, and GT Family Nights. We celebrate our students for their achievements every nine weeks for A/AB Honor Roll, Perfect attendance, Super Readers on a monthly basis.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need for all parents/guardians to become involved in their child's academic and social/emotional well being **Root Cause:** Parents are not consistent with volunteering or attending campus activities.

School Context and Organization

School Context and Organization Summary

Our campus fosters a culture of high expectations for all. Campus decisions are focused on student achievement and are established in collaboration with our faculty, staff, and community members. Campus decisions are also data-driven. State and local assessment data including district benchmarks, running records, and weekly common assessments are shared during data/PLC meetings where instructional decisions are then made to support student growth.

THIS SECTION IS ABOUT GRADE LEVEL ORGANIZATION, CAMPUS ORGANIZATION, DUAL LANGUAGE, THE STRUCTURE OF A STUDENT'S DAY, INTERVENTION, TUTORING, ETC.

School Context and Organization Strengths

We have strong instructional leadership involving our Principal, Assistant Principal and Instructional Specialist. Borrego has high expectations, a positive school climate, and an instructional focus. Our teachers are empowered to provide and improve the quality of education. They work as members of a team and collaborate within their own grade level and across grade levels. We are committed to two-way communication so we can experience professional growth. Our teachers and instructional leaders plan together to address the outcomes, goals and expectations for each classroom. Involving stakeholders ensures that everyone has input as to the decisions for campus initiatives and instructional priorities.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Not all students make academic gains in math and reading **Root Cause:** We need to look closely at the campus Tier I and Tier II interventions

Technology

Technology Summary

Borrego Elementary is equipped with wireless computers and ActivePanels in every classroom. Students are provided with educational opportunities through the use of updated technological equipment as well as highly trained instructors who incorporate this equipment into their lessons. The ActivePanels allow teachers to quickly access information for lesson presentations and to assess student learning. Teachers are able to quickly assess students' understanding in a risk-free environment through the use of an alternative response format.

Every student has access to a device: Grades 3-6 utilize Chromebooks for instruction and other strategies using various resources including the TEKS Resource System, Reflex Math, Accelerated Reading, IXL, and IStation.

Technology Strengths

Borrego's technology-rich environment helps prepare our students for the 21st Century. ActivePanels provide innovative ways to present curriculum. Students take ownership of their learning. Every student from 3rd-6th grade has their own device. Students log in, and in an instant they are connected to various resources and apps on their devices. Online resources such as RazKids, IStation, and Reflex Math provide us with immediate feedback for students and work-specific skills which we target during our intervention block.

Problem Statements Identifying Technology Needs

Problem Statement 1: At times, the active panel is not being used as an interactive panel but as a larger screen. **Root Cause:** There is a need to ensure that teachers are proficient in the use of the available technology.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, 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
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals





Revised/Approved: May 14, 2024

Goal 1: To foster well-trained human capital in order to support student success and achievement.

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

Evaluation Data Sources: T-TESS Walkthroughs, Formal Observations, Summative Evaluations, STAAR Results in Grades 3-6, DRA/EDL/Running Records, TELPAS Results, documentation of increase in completed professional development offerings from previous school year.

Strategy 1 Details	Reviews			
Strategy 1: Professional Development (Monthly): New Teacher Orientation Sharon Wells: Grades 3-5 Region 19 IStation RAZ KIDS Lead4ward Gifted & Talented: TAGT Online through Responsive Learning and EduHero PBIS Conference SPED Palooza EduHero Effective Border School Conference Leadership Conference Counselors Annual Membership to attend the El Paso Directors of Guidance Meetings Dual Language - Jose Medina (3rd grade) Frontline RTI (SucessEd) Seidlitz Strategy's Expected Result/Impact: All faculty and support staff members will continue implementing district initiatives in a manner that proves to be effective in the efforts to reach academic achievement for all students. Evidence based through: Walkthroughs; lesson plans; T-TESS, student data. Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
Strategy 2: Campus Instructional Specialist (1 FTE) will work with teachers to support student learning through Professional Learning Communities, Modeling Lessons utilizing best practices while implementing district initiatives in all content areas. (1 FTE) (Daily) Strategy's Expected Result/Impact: Improvements in teaching and learning. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Weekly 90-minute Professional Learning Communities are provided for all grade levels to plan lesson and/or review data. (Weekly) Strategy's Expected Result/Impact: Teachers work in teams, engaging in an ongoing cycle of questions and discuss data that drives instructions; which ultimately improves student achievement. Staff Responsible for Monitoring: Campus Administration Instructional Specialist District Instructional Officers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 1: The percentage of 3rd - 6th grade students that score at the approaches level on STAAR Reading will increase from 57% in June 2022 to greater than or equal to 80% by June 2028.

Annual Goals:

2023--61%

2024--65%

2025--69%

2026--73%





2027--77%

2028--80%

High Priority

Evaluation Data Sources: 2023-2024 STAAR Grades 3-6 Reading Results: All Students

Strategy 1 Details	Reviews			
<p>Strategy 1: Apply Reader's Workshop Model approach to include: Read-a-Loud; shared reading, authentic literacy activities, literature circles, and genre studies. Aligned to the TEKS through the use of the following: (Daily)</p> <p>IStation Opal Booz & Associates Curriculum Associates Teacher Created Materials Peoples Education Forde Ferrier Learning A-Z Scholastic Education Lakeshore Learning Materials Mentoring Minds Warehouse/Basic Instructional Supplies Lead4ward Rally Education Imagery Graphic Systems School Specialty Capstone Summit K-12 TexQuest Library Resources</p> <p>Strategy's Expected Result/Impact: Students in grades 3-6 will show a year's growth in the area of STAAR and will ultimately achieve at the Master's level.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Specialist Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
Strategy 2: Maintain and update library resources such as: Renaissance Learning Accelerated Reader (AR), books, videos, e-books, audio book sets, library books, necessary supplies and materials. Strategy's Expected Result/Impact: To promote and support reading among students, parents, faculty, and staff. To support classroom reading curriculum and goals. 5% Increase use of AR and increase student success on AR assessments. Staff Responsible for Monitoring: Campus Librarian TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 2: The percentage of 3rd - 6th grade students that score at the approaches level on STAAR Mathematics will increase from 58% in June 2022 to greater than or equal to 85% by June 2028.

Annual Goals:

2023--63%

2024--68%

2025--73%





2026--77%

2027--81%

2028--85%

High Priority

Evaluation Data Sources: 2023-2024 STAAR Grades 3-6 Mathematics Results: All Students





Strategy 1 Details	Reviews			
Strategy 1: Year 6 of implementation of Sharon Wells Math for grades 3-5. 6th grade will follow scope and sequence utilizing iXL. Resources: Reflex Math/Explore Learning Grades 3-6 Houghton Mifflin Harcourt Textbook Adoption/McGraw Hill Curriculum Associates Forde Ferrier iXL 3rd - 6th grade STAAR Master Math manipulatives STEMScopes Math Teacher Created Materials Lakeshore Strategy's Expected Result/Impact: All students will focus on the use of hands-on materials in a problem-solving format to teach content knowledge, algebraic reasoning, strategies, data analysis, basic facts and systematic concept lessons. For grades 3-6 our goal is for all students to show a year's growth in the area of STAAR and to ultimately pass at the masters grade level. Staff Responsible for Monitoring: Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 3: Students will demonstrate annual improvements in achievements in science as demonstrated by 5th grade science STAAR.

Evaluation Data Sources: 2023-2024 STAAR Grade 5 Science Results: All Students

Strategy 1 Details	Reviews			
Strategy 1: STEMScopes will be utilized in the area of science to include vocabulary development and the scientific process; science content folders; weekly science labs to address students expectations. (Daily) Forde Ferrier resources IXL Resources Replenish varying materials for STEM science labs. Strategy's Expected Result/Impact: All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. Staff Responsible for Monitoring: Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
Strategy 2: Math/Science instructional aide (1 FTE) is on staff to support teachers in instructional efforts in those content areas. (1 FTE) (Daily) Strategy's Expected Result/Impact: All students will develop meaningful learning of language and mathematics and will be prepared for STEM-related Careers. Increased performance on STAAR in math and science; student success in unit assessments in math and science and reports cards. Staff Responsible for Monitoring: Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Continue to provide STEM activities for grades 3-6: To provide quality STEM experiences utilizing Maker Space, Hour of Code, Genius Hour. To create a hub of hands on discovery, a place for learners to collaborate, share ideas and build interest. School Specialty-FREY Scientific VEX Robotics Strategy's Expected Result/Impact: Increase in performance in science and math. Staff Responsible for Monitoring: Administration Classroom Teachers Robotics Coach	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 4: 2022-2023 STAAR performance will increase for Special Populations to include Emergent Bilingual (EB), Gifted and Talented (GT), students receiving Special Education Services (SPED); EB's will improve one proficiency level in 2023-2024.

Evaluation Data Sources: 2023-2024 STAAR Results, Grades 3-6; 2022-2023 TELPAS Results, Grades 3-6

Strategy 1 Details	Reviews			
Strategy 1: Provide EB population with support through the implementation of GLAD (Guided Language Acquisition Design) and ELPS by trained teachers. (Daily) Purchase headphones/technology for our EB population Identification and placement of students with state-approved tests and LPAC Lakeshore Learning Materials Seidlitz Barnes & Noble Peoples Education Forde Ferrier Really Good Stuff Scholastic Teacher Created Materials Summit K-12 Strategy's Expected Result/Impact: EB students will develop sophisticated vocabulary knowledge including strong academic language. They will participate in structured, academic talk using appropriate academic language. They will develop speaking, listening and reasoning skills and deepen their understanding in all content areas. We will show an increase in our TELPAS composite score. Staff Responsible for Monitoring: Campus Administration Instructional Specialist Classroom Teachers District Instructional Officers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiate instruction and offer opportunities for students to collaborate, communicate, and create through critical thinking activities (GT Genius Hour).</p> <p>Provide the GT population with the opportunity to participate in regional competitions and field trips. (TEAM Quest) via Adventures in Learning; (Semester)</p> <p>Provide the GT population with after school options to include GT Family Nights;</p> <p>Purchase GT testing materials and scoring services for GT nominated students;</p> <p>Purchase supplemental GT materials and other resources.</p> <p>Strategy's Expected Result/Impact: Differentiated instruction for GT students; evidenced through: STAAR scores Common assessments District Benchmarks Report Cards GT testing results</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Specialist Classroom Teachers GT Coordinator Librarian Campus Computer Teacher District Instructional Officers</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: All students who are at risk of failing will be provided with remediation and instructional materials during after-school tutoring sessions and Saturday School. Instruction will target areas of need as determined by data analysis. Special Education students will be provided accommodations/modifications as per their individual education plans. Success ED - Frontline Education (Daily) Strategy's Expected Result/Impact: Targeted intervention will show student growth through progress monitoring documentation. Staff Responsible for Monitoring: Campus Administration Instructional Specialist Classroom Teachers Special Education Teachers District Instructional Officers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: To assist special education students in their academic needs (daily). Strategy's Expected Result/Impact: The continued support to struggling students in different academic areas. Staff Responsible for Monitoring: Teachers and campus administrators	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 5: Parents will be provided opportunities to participate in classes and training to increase partnership in the educational environment, as measured by an increase in documentation of number of parents attending such offerings in the 2023-2024 school year as compared to the 2022-2023 school year.

Evaluation Data Sources: Documentation of Parental Participation, All Available Opportunities

Strategy 1 Details	Reviews			
Strategy 1: Increase parental involvement by promoting student achievements through: Monthly Newsletter/Calendar Campus and District Website Terrific Kid Assemblies Literacy Meetings Academic Nights Nine Week Awards Assemblies to include A and A/B honor roll, perfect attendance, and Super Reader End of Year Assemblies Terrific Kids / Monthly Increase campus Parental Engagement by providing informational and literacy meetings, including but not limited to equipment, refreshments, training, supplies, and materials. 9 Week Assemblies EOY Assembly EOY 6th grade farewell banquet/Dance (Monthly) Strategy's Expected Result/Impact: Increase student academic motivation and personal self-esteem. Increase shown through sign in sheets and parent surveys. Staff Responsible for Monitoring: Campus Administration Campus Counselors Classroom Teachers	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide activities that promote parental involvement in student academic success to include PD opportunities and activities showcasing GT Students / Music Classes / STEM initiatives and other academic initiatives such as:</p> <p>Grandparent's Day Patriot Day Book of the Month activities to build Literacy Skills Teacher-led academic workshops to address specific grade level academic needs. STEM Night GT Family Nights Practical Parent Education Region 19 (Monthly)</p> <p>Provide activities that foster and promote healthy self-esteem and family relationships such as:</p> <p>Talent show Holiday Extravaganza Mother's Day Program Father/Daughter and Mother/Son Dances Parent Information Session to include Positive Parenting, Anger Management, Dealing with Depression, Text Prep Tips for Parents, Healthy Family Relationships, College Readiness</p> <p>Strategy's Expected Result/Impact: Home-school connection to help parents be involved in student academic success through literacy workshops and other academic avenues.</p> <p>Increase library use by parents/students through AR reports.</p> <p>To foster healthy family relationships and healthy social emotional development in our students.</p> <p>Staff Responsible for Monitoring: Campus Librarian Campus Counselor Grade Level Teams Campus Administration</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: ALL campus teachers will utilize Class Dojo to communicate with all parents and the use of an agenda book for all grade levels. (Daily) Increase participation through parent portal Strategy's Expected Result/Impact: Increase communication with parents on student progress and campus functions. Agendas will be utilized to build student responsibility for homework assignments and home/school communication. Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Parent Engagement Representative	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Involve parents in the development/revision of district policy and parent compact through annual meetings; inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Title 1 meeting (Aug/Sept) 23rd Annual Regional Conference @ Region 19 (March) District/campus policy revision meeting (Sept) Parent Compact Review/ Revision meeting (May) Fall and Spring Parent Teacher Conferences Strategy's Expected Result/Impact: Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. Staff Responsible for Monitoring: Principal Parent Engagement Representative State and Federal Programs Coordinator	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 6: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 7: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Financial reports





Strategy 1 Details	Reviews			
Strategy 1: Borrego Elementary will utilize the CARE Act ESSER grant funds to help 3-6 grade students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges (daily). Strategy's Expected Result/Impact: To make education accessible to all students and address the needs of all the students Staff Responsible for Monitoring: District and campus administrators	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 8: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: Loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
Strategy 1: Loss of Learning: Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Administration Teachers	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Technology: Purchase supplemental resources to support classroom instruction. Borrego Elementary School will continue upgrading or adding devices for computer labs, classrooms and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19 Strategy's Expected Result/Impact: Increase in proficiency. Students will have better access to intervention opportunities and the educational interaction between students and teachers. With the incorporation of an all-inclusive technology environment students' will have better educational opportunities. Staff Responsible for Monitoring: Administration Instructional Specialist Teacher Technology Director Network Administrator IT Field Specialist	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Professional Development: Borrego will provide professional development in the areas of Dual Language to support classroom instruction and classroom management Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Administration Instructional Specialist Teacher	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
Strategy 4: Mental Health and Behavioral Supports: Borrego Elementary will provide calming supports using a variety of materials to meet social/emotional and mental health needs as we return to in person learning. Strategy's Expected Result/Impact: Increase in social/emotional well being. Staff Responsible for Monitoring: Administration Counselor	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Student Enrichment and Afterschool Programs: Borrego Elementary will provide supplemental resources and supplies to facilitate student enrichment and afterschool activities. Strategy's Expected Result/Impact: Increase in academic achievement Staff Responsible for Monitoring: Administration Counselor Teachers	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
Strategy 6: Resources to Address the Needs of Individual Schools: Borrego Elementary will purchase resources, supplies and materials to facilitate instruction throughout the grade levels. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Administration Instructional Specialist Teacher	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 9: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, powerpoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Borrego elementary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily) Strategy's Expected Result/Impact: To impact students' academic instruction Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Instructional Aides Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Borrego Elementary school will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) Strategy's Expected Result/Impact: SEISD will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) Staff Responsible for Monitoring: Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) Strategy's Expected Result/Impact: Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. Staff Responsible for Monitoring: Administrators, Instructional Specialists, Teachers, Department Chairs Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: The campus will provide opportunities for administrators to attend professional development training. (In-District, Regional or in-state) (Monthly/Yearly) Strategy's Expected Result/Impact: Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. Staff Responsible for Monitoring: Strategy's Expected Results Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) Strategy's Expected Result/Impact: To positively impact student behavior and implement PBIS Staff Responsible for Monitoring: To positively impact student behavior and implement PBIS Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 6 Details	Reviews			
Strategy 6: Borrego Elementary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) Strategy's Expected Result/Impact: Increase Parent Participation, and parent engagement. Staff Responsible for Monitoring: Campus Administrator. Teachers, Counselors, Parent Liaison Title I: 4.2	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) Strategy's Expected Result/Impact: Our district and campus must have a written parent and family engagement policy in place. Staff Responsible for Monitoring: Campus Administrator, Teachers, and Parent Liaison Title I: 4.1	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
Strategy 8: Title 1 funded positions will support and assist students/staff with day-to-day instructional needs. Strategy's Expected Result/Impact: Supplement instructional support Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: Instructional Aide Math and Science - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.104.30 - \$20,861, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.104.30 - \$26,000, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.104.30 - \$25,000, Library Aide - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.104.30 - \$21,804, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.104.30 - \$25,750, Music Teacher - 211: Title I, Part A Improving Basic Programs - 211.11.6119.00.104.30 - \$70,000	Formative			Summative
	Sept	Nov	Jan	Mar



No Progress



Accomplished



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Discontinue

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 10: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.





Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports

Strategy 1 Details	Reviews			
Strategy 1: Providing reading materials, supplies technology equipment to students to achieve high levels in academic subjects for all English learners can help meet the same challenging State academic standards that all children are expected to meet. Strategy's Expected Result/Impact: Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. Staff Responsible for Monitoring: Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist, and Bilingual Director. Title I: 2.4, 2.5, 2.6 Funding Sources: General Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.104.25 - \$2,875, Technology Equipment - 263: Title III, Part A English Language Acq. - 263.11.6395.00.104.25 - \$8,815	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. Strategy's Expected Result/Impact: To develop and enhance their capacity to provide effective instruction Staff Responsible for Monitoring: To develop and enhance their capacity to provide effective instruction Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 11: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sign-in-sheets, progress reports, PBIS reports,

Strategy 1 Details	Reviews			
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. Strategy's Expected Result/Impact: To improve students' academic performance Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers, and Counselors Title I: 2.4, 2.5, 2.6 Funding Sources: General Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.104.30 - \$4,200, Reading Materials - 289:Title IV, Part A Subpart 1 - 289.12.6329.01.104.30 - \$10,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. Strategy's Expected Result/Impact: Provide early intervention mentoring documentation and discipline behavior reports Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers.	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) Strategy's Expected Result/Impact: To equip the classroom with the additional technology equipment for better classroom instruction. Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 12: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details	Reviews			
Strategy 1: Borrego Elementary will expose students to experiences beyond what is taught in class using books. Educational field trips will expose students to new opportunities for academic, social, and emotional interactions. Strategy's Expected Result/Impact: To provide students with the additional academic support needed Staff Responsible for Monitoring: Administrators, Teachers, Counselors, and Social Workers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 13: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Students' progress reports and nine-week reports

Strategy 1 Details	Reviews			
Strategy 1: Borrego Elementary school will address learning loss of students in transition by implementing summer learning program activities, providing support on areas of need. Strategy's Expected Result/Impact: To have transition student continuing improving academically Staff Responsible for Monitoring: Campus Administrator, Teachers, Counselors, Social worker/Homeless Liaison Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school and community.

Performance Objective 14: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Software License, Extra-Duty Pay)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
Strategy 1: Borrego Elementary will provide all students with supplemental instruction on core academic subject materials, intervention materials, Software Licenses, and extended days. And professional development designed to give instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. Strategy's Expected Result/Impact: To assist students in meeting the State academic standards. Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Specialist and other instructional support. Title I: 2.4, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Students, faculty, and staff will continue to demonstrate proficiency in instructional technology applications in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs; usage reports of technology applications.

Strategy 1 Details	Reviews			
Strategy 1: We will purchase additional technology to keep up with the demands of state testing and our intervention programs for math and reading. This will also allow us to ensure that all equipment is current and maintained for teachers and student use. Borrego Elementary will also implement and develop instruction and instructional resources to ensure activities and projects in all curricular areas will be enhanced through technology. Borrego Elementary will also ensure that the technology supporting campus safety is up to date. (Monthly) CDW-G DELL Apple Education store HB Sound Pro Computing Olivas Music Strategy's Expected Result/Impact: Improved overall student performance as indicated on the final report card, increase student success on the STAAR and TELPAS state assessments Staff Responsible for Monitoring: Campus Administration Campus Computer Teacher Campus Instructional Specialist Classroom Teachers District Instructional Officers	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Purchase resources for music/fine arts class from Woodwind and Brasswind. Strategy's Expected Result/Impact: Increase in proficiency in music Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students will be involved in a variety of activities that promote STEM College and Career Readiness.

Evaluation Data Sources: Increase STEM College and Career Readiness opportunities to include all grade levels

Strategy 1 Details	Reviews			
Strategy 1: The Counseling & Guidance program will include: Various college readiness and career awareness activities among all students such as career day and college week. Out-of-school opportunities (field trips) to enhance student learning to include/ Red Ribbon Week / College Readiness field trip for 6th grade such as MedAdventure for your Future at Texas Tech University and Young Achievers at UTEP. (Monthly) Strategy's Expected Result/Impact: Promote and increase awareness among students of post-secondary opportunities with course work requirements and financial aid options. Students will share experiences through lesson plans and collaboration Staff Responsible for Monitoring: Campus Administrators Campus Counselor Classroom Teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
Strategy 2: Continue to develop a model eSTEM campus focusing on STEM activities for grades 3-6 to include: Makerspace Grade 3-6 Genius Hour (GT Students Grades 3-6) Engineering Labs Grades 3-4 Robotics Grades 5-6 5th and 6th Grade - Develop a 21st Century Skills Classroom that focuses on core content, learning and innovation skills, information media and technology skills, and life and career skills and project based learning. Strategy's Expected Result/Impact: All students will develop meaningful learning of language and mathematics and will be prepared for STEM-Related Careers. Increase participation in STEM related activities. Staff Responsible for Monitoring: Campus Administration Instructional Specialist Math/Science Instructional Aide Classroom Teachers District Instructional Officers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Jan	Mar

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: Provide activities that promote and reinforce our campus core values of respect, responsibility, and safety with a decrease overall discipline referrals from the 2023-2024 school year.

Evaluation Data Sources: Comparison of number of discipline referrals from the 2023-2024 school year to the 2024-2025 school year as well as attendance reports.





Strategy 1 Details	Reviews			
Strategy 1: Maintain and monitor Positive Behavior Intervention and Support (PBIS) initiative. Train faculty and staff, implement activities that support positive behavior such as our PBIS 30 days without CVV's (Core Value Violations) free dress and our quarterly PBIS celebrations. (Daily) Vendor: SWANK Strategy's Expected Result/Impact: Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior Staff Responsible for Monitoring: Campus Administrators Campus Counselor Classroom Teachers	Formative			Summative
	Sept	Nov	Jan	Mar
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: Provide activities that target leadership and healthy social-emotional development for students.

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Campus Core Values traits which will be emphasized in daily lessons, discipline referrals (Core Values Violations), reflection forms, and CIA referrals (Caught in Action) (daily) and Counseling Guidance lessons; Safety of the learning community / RGC Technologies (Radios); Safety of the Learning Community for teachers, students and parents; use of Emergency Operation Plan. (Daily) Strategy's Expected Result/Impact: Create a safe environment that is conducive to academic success. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior Staff Responsible for Monitoring: Campus Counselor Assistant Principal Classroom Teachers Campus Faculty	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Counselor classroom presentations will address safety, bullying prevention, testing anxiety, healthy self-image, diversity and acceptance, dating violence, drug awareness, positive choices/ consequences, and behavior. ReThink Use of Random Acts of Kindness curriculum, reading materials, and supplemental material. (Monthly) Kindness matters Recognize student achievement and improvement. Strategy's Expected Result/Impact: To promote healthy social and emotional development in our students, teachers, and staff. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior Staff Responsible for Monitoring: Campus Counselor	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: Selected faculty and staff will attend training and conferences as part of the PBIS initiative, PESI (Ethics in Counseling), Restorative Discipline Practices, TCA conferences and other professional development organizations. (Monthly/Yearly) Circle-Up Positive & Restorative Practices for Relationship Building & Conflict Resolutions to support PBIS / Region 19 Strategy's Expected Result/Impact: Keep abreast of the latest research base practices to better support student's social/emotional well-being and academic success. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior Staff Responsible for Monitoring: Campus Administrators Campus Counselor Classroom Teachers Select Faculty and staff	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Collaborate with Partners in Education such as the Alliance League of El Paso and other community entities to provide student in economic hardship with different services that will help them be successful in school. (Monthly) Strategy's Expected Result/Impact: To decrease stressors due to economic hardship or extenuating circumstances in order increase student academic success. Staff Responsible for Monitoring: Campus Counselor Select Faculty and Staff	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Counselor will provide individual, small group counseling, and restorative circle groups. The use of counseling resources and materials will be utilized to meet student needs in a developmentally appropriate manner. (Weekly) Strategy's Expected Result/Impact: To support students academic success by decreasing social, emotional, academic and behavioral issues that may be affecting school performance, personal relationships at school and home. Decrease of CVV/Discipline Referrals Increase student motivation and positive behavior Staff Responsible for Monitoring: Campus Administrators Campus Counselor Classroom Teachers	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Borrego Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Borrego Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Claudia Nakay	Campus Instructional Specialist-Elementa	1
Laura Vaquera	Aide-Computer Lab	1
Ruth Ramirez	Teacher-At Risk Services	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mercedes Jasso	Librarian	Title I Part A	25%
NadiaCarmina Parra	Aide-Library Elementary	Title I Part A	100%
Norma Bustillos	Aide-Classroom-Math & Science	Title I Part A	100%
Rebecca Jauregui	Parent Liaison	Title I Part A	100%
Tawnya Montano	Teacher-Elementary	Title I Part A	100%
Teresita Parra	Social Worker	Title I Part A	34%

Campus Funding Summary

211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	8	Social Worker	211.32.6119.00.104.30	\$25,000.00
2	9	8	Instructional Aide Math and Science	211.11.6129.00.104.30	\$20,861.00
2	9	8	Library Aide	211.12.6129.00.104.30	\$21,804.00
2	9	8	Librarian	211.12.6119.00.104.30	\$25,750.00
2	9	8	Parent Liaison	211.61.6129.00.104.30	\$26,000.00
2	9	8	Music Teacher	211.11.6119.00.104.30	\$70,000.00
Sub-Total					\$189,415.00
263: Title III, Part A English Language Acq.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	10	1	General Supplies	263.11.6399.00.104.25	\$2,875.00
2	10	1	Technology Equipment	263.11.6395.00.104.25	\$8,815.00
Sub-Total					\$11,690.00
289: Title IV, Part A Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	11	1	Reading Materials	289.12.6329.01.104.30	\$10,000.00
2	11	1	General Supplies	289.11.6399.01.104.30	\$4,200.00
Sub-Total					\$14,200.00