

**Weslaco Independent School District  
Justice Raul A. Gonzalez Elementary  
2018-2019 Campus Improvement Plan**



# **Mission Statement**

**Justice Raul A. Gonzalez Elementary**

The mission of Justice Raul A. Gonzalez Elementary School is to provide an educational environment in which every student is given the opportunity to learn and grow to their fullest potential both academically and socially.

# **Vision**

**Justice Raul A. Gonzalez Elementary**

Justice Raul A. Gonzalez in partnership with parents and the community, will encourage children to achieve their full potential and become responsible citizens and lifelong learners.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Justice Raul A. Gonzalez Elementary is located in Weslaco, Texas. Justice Raul A. Gonzalez is one of ten elementary schools in the Weslaco Independent School District. The campus was constructed in 2002. The student population at Justice Raul A. Gonzalez Elementary is approximately 750, and serves students in grades PK through 5th grade.

According to the most recent 2016-201 TAP Report of our campus profile, 100% of our population are Hispanic, 76% are identified as At-Risk, 94% are identified as Economically Disadvantaged, and 50% Bilingual.

Justice Raul A. Gonzalez Elementary involves our community leaders during special events, such as America Goes Back to School Rally, Career Day, UIL events, SBDM committee meetings, and other different school events.

The students of Justice Raul A. Gonzalez Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various grade levels, such as the QUEST Program otherwise known as Gifted and Talented. All students are required to meet the passing standard of the four assessments of the State of Texas Assessments Academic Readiness (STAAR).

As the first year as a Leader in Me School, the students are learning to apply the 7 Habits of happy kids in their daily lives. This process is helping our students improve their leadership skills.

The current staff at Justice Raul A. Gonzalez Elementary is composed of 38 classroom teachers, 2 campus administrators, 2 counselors, 6 specialty teachers, 4 support staff, 8 para-professionals (Title I Part A Regular), 1 local, and 1 State Compensatory.

### Demographics Strengths

Attendance rates are comparable to the state rate.

Our turnover rate for teachers is less than half of the state's rate.

The TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.

Justice Raul A. Gonzalez Elementary has many supportive parents who value the importance of education.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need for improvement for for all core area contents on STAAR 3-5 for all students including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged have areas for growth. **Root Cause:** Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

## Student Academic Achievement

### Student Academic Achievement Summary

Administrators, counselors, and teachers evaluate student achievement data by generating state testing results reports using our district purchased program (Eduphoria Aware). Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus meets in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

### 2016-2017 STAAR Summary 3rd-5th Grade

Accountability Rating: Met Standard

STAAR	All Students	Eco. Dis.	LEP	Sp. Ed.	Gifted and Talented	Hispanic
3 <sup>rd</sup> Grade Reading	49%	47%	45%	*	100%	49%
3 <sup>rd</sup> Grade Math	68%	69%	67%	*	100%	68%
4 <sup>th</sup> Grade Reading	59%	56%	50%	*	100%	59%
4 <sup>th</sup> Grade Math	72%	70%	71%	50%	100%	72%
4 <sup>th</sup> Grade Writing	65%	63%	62%	*	100%	65%
5 <sup>th</sup> Grade Reading	86%	85%	80%	50%	100%	86%

5 <sup>th</sup> Grade Math	91%	90%	85%	58%	100%	85%
5 <sup>th</sup> Grade Science	83%	82%	76%	42%	100%	83%

**TELPAS**

**Kinder:**

**Number of Students Rated: 54**

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	20%	50%	22%	7%
Speaking	30%	44%	19%	7%
Reading	28%	44%	19%	9%
Writing	41%	33%	19%	7%

**1<sup>st</sup> Grade:**

**Number of Students Rated: 52**

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	4%	25%	40%	31%
Speaking	8%	19%	60%	13%
Reading	12%	17%	44%	27%
Writing	10%	40%	33%	17%

**2nd Grade:**

**Number of Students Rated: 64**

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	30%	38%	33%
Speaking	0%	28%	42%	30%
Reading	38%	41%	9%	13%

Writing	20%	42%	27%	11%
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**3rd Grade:**

**Number of Students Rated: 68**

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	1%	35%	63%
Speaking	0%	12%	22%	66%
Reading	22%	33%	31%	13%
Writing	7%	37%	34%	22%

**4th Grade:**

**Number of Students Rated: 56**

Domains	Beginning	Intermediate	Advanced	Advanced High



Listening	2%	9%	16%	73%
Speaking	5%	16%	27%	52%
Reading	14%	36%	34%	16%
Writing	13%	20%	30%	38%

**5th Grade:**

**Number of Students Rated: 61**

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	2%	5%	23%	70%
Speaking	3%	3%	25%	68%
Reading	8%	22%	41%	29%
Writing	5%	10%	47%	37%

The TELPAS Data was disaggregated, and noticed that in Kinder, our EL Students who scored Beginning decreased by 17% in the area of Reading. In First Grade we had a decrease in the beginning and Intermediate domain, and an increase of 23% in the Advanced domain. In Second Grade we did show a significant decrease in all domains. In Third Grade, we did show an increase of 6% in the Intermediate domain, but a decrease in the Advanced and Advanced High domain. In Fourth Grade, we did show a 6% increase in the Advanced and Advanced High domain. In Fifth Grade all areas are comparable to 2016 results.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** ELL's have a 58% rate in Reading **Root Cause:** Lack of consistency and uniformed reading instruction by all staff.

**Problem Statement 2:** Economically disadvantaged and ELL's have a pass rate in writing less than a 60% **Root Cause:** Lack of consistent and uniform writing program implementation by all staff.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Justice Raul A. Gonzalez values hiring and retaining talented and effective personnel. Justice Raul A. Gonzalez uses a hiring committee consisting of administrators and teachers to make a hiring determination. A record of how applicants are interviewed and evaluated is maintained. Teacher performance evaluations are kept by the school principal. Novice teachers are provided a grade-level mentor as well as support from administration. Teachers are given the opportunity to observe mentor teachers to provide academic support.

### **School Processes & Programs Strengths**

- Continuous professional development in the areas of reading, writing, and math to help support and promote teacher growth
- 100 % Highly Qualified Staff
- Low Teacher Turnover Rate
- Bilingual Certified Teachers
- GT Core Trained Teachers

## **Perceptions**

### **Perceptions Summary**

Justice Raul A. Gonzalez has a positive school climate. Teachers and faculty members work together to ensure student success. Our number one priority is to provide a safe, educational environment as well as preparing them for a college ready path. Our campus Site Based Decision Making (SBDM) Committee involves the stakeholders working collaboratively to assure the needs are carefully considered and met. Our campus budget is designed and developed to meet the needs of the students, teachers, parents and our community.

### **Perceptions Strengths**

The faculty members at Justice Raul A. Gonzalez are committed to ensure community members and students are working towards academic, social, and emotional success of our students. Our campus is committed to working together along with the district through PLC's to provide our students with the best possible education.

Our campus also works together to address student absences, tardies, and discipline referrals. Staff members are assigned a certain grade level to follow up on students with excessive absences and or tardies. This is done through phone calls or home visits.

Our campus Courtesy Committee works on building our school culture by celebrating employee successes. Teachers are rewarded with jean passes, hour lunches, recognition over the morning announcements.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

Revised/Approved: September 11, 2018

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS: High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders**

**Performance Objective 1:** By Spring 2019, the students will score an 80% or higher on the Social Studies CBA's

Social Studies

**Evaluation Data Source(s) 1:** District Assessments

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips):</p> <ul style="list-style-type: none"> <li>*Concepts History</li> <li>*Geography</li> <li>*Economics</li> <li>*Government</li> <li>*Citizenship</li> <li>*Culture</li> <li>*Science, Technology and Society</li> </ul>	<p>Campus Administrators Teachers Social Studies Specialist</p>	<p>Improved learning opportunities.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 1101.08</p>						

<b>Critical Success Factors</b> CSF 1 2) Effective Reading Strategies in Social Studies Integrate the application of technology to promote a blended learning environment in social studies classrooms	Campus Administrators	Improved performance for all populations.				
	Teachers					
		Funding Sources: State Comp Ed (SCE) - 2540.00				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 3) Workshop and training for Social Studies Teacher	Campus Administrators	Improve performance in benchmarks				
	Teachers					
		Funding Sources: State Comp Ed (SCE) - 0.00				









**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders

**Performance Objective 2:** By Spring 2019, there will be an increase in the number of students who score at the Meets level on the Science STAAR assessment (85% or higher )  
Science

**Evaluation Data Source(s) 2:** STAAR, Benchmarks, and Monitoring weekly lessons

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Community and Higher Learning Science Center Partnership (Pre-K-12)</p> <p>Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development *TSTC Challenger Learning Center professional development student facility tours and activities, including shuttle and space laboratory simulations, planetarium and Micronauts program *UTRGV Science Department Physics science mentor ship student program, teacher professional development, Mole Day chemicals and instructional planning The Valley Nature Center, Student investigations, and science club events, Science Fair</p>	<p>Science Strategist Campus Administrators Department Chair Teacher Science Fair Coordinator</p>	<p>Improved performance for all populations on benchmarks and STAAR</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Foss Science Kit and Student Textbooks (K-5)</p> <p>Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities</p>	<p>Campus Administrators Science Teachers</p>	<p>Improved performance for all populations on benchmarks and STAAR</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies</p> <p>Motivational Science Workbooks</p> <p>Foss Kits</p> <p>Stemscopes</p> <p>EduSmart</p>	<p>Science Teachers</p>	<p>Improved performance for all population on benchmarks and STAAR</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders

**Performance Objective 3:** By Spring 2019, there will be an increase in the number of students who score at the Meets level on the Math STAAR assessment (85% or higher )

**Evaluation Data Source(s) 3:** STAAR TEST, District Math Test, and Teacher Made Test

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Implement problem solving strategies, skills and activities. Problem solving strategies to include: drawing a picture, making a T-chart, acting it out, working backwards, guess and check, making an organized list, making a pattern.</p>	<p>Campus Administrators Math Teachers</p>	<p>Increased Performance of students on assessments * District Benchmarks * STAAR</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics</p>	<p>Campus Administrators Math Teachers</p>	<p>Increased Performance of students on assessments * District Benchmarks * STAAR</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Provide staff development opportunities to enhance content knowledge and effectively implement research based instructional strategies:</p> <p>* Region 1 * RGVCTM *Creative Mathematics *TEKS Resource System *Sharon Wells *Guided Math *Reasoning Minds *Reflex Math *Imagine Math</p>	<p>Campus Administrators Math Teachers</p>	<p>Increased Performance of students on assessments * District Benchmarks * STAAR</p>				
<p>Funding Sources: Title 1, Part A - 3693.00</p>						

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

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders







**Performance Objective 4:** By Spring 2019, there will be an increase in the number of students who score at the Meets level on the Reading STAAR assessment.(85% or higher ) By Spring 2019, there will be an increase in the number of students who score at the Approach level on the Writing STAAR assessment (85% or higher)

ELA

**Evaluation Data Source(s) 4:** STAAR results, campus and district assessment Sign-In sheets, Lesson Plans, District Reading Test, Results, Campus Language Arts, Assessments, Guided Reading, Benchmark, Results SRI

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) 1) Implement a process to address TEKS, depth of knowledge, critical thinking, creative thinking, PD analytical thinking in preparation of STAAR.</p> <ul style="list-style-type: none"> <li>* Study and review STAAR objectives and TEKS</li> <li>* Identify STAAR objectives and TEK that need to be implemented based on teachers understanding of STAAR</li> <li>*Provide staff development on identified objectives based on campus assessments and STAAR results</li> <li>* Model/present research-based strategies/lessons to teachers</li> <li>* Involve teachers in lessons</li> <li>* Have teachers implement strategies lessons in the classroom attend TEKS amplification trainings</li> <li>* Have teachers share/follow-up</li> <li>* Have weekly CIF meetings with ELAR</li> <li>* Teachers to address all areas, scope &amp; sequence</li> <li>* Model DOK with classroom libraries leveled from K-5th</li> </ul>	<p>Campus Administrators Language Arts Vertical Team Language Arts Teachers</p>					

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide opportunities for a literacy focus through a balance literacy framework which includes Phonics, Phonological Awareness, SIPPS, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, Guided Spelling, including fluency, comprehension, and vocabulary.</p>	<p>Campus Administrators Teachers</p>	<p>Performance on the Reading and Writing assessments will improve:</p> <ul style="list-style-type: none"> <li>* Curriculum Based Assessments</li> <li>* District Benchmarks</li> <li>* STAAR Assessments</li> </ul>				
<p>Funding Sources: State Comp Ed (SCE) - 5600.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Involve students in a balanced literacy program that addressed writing and using depth and complexity and critical thinking skills to analyze the topics.</p> <ul style="list-style-type: none"> <li>* Shared Writing Interactive</li> <li>* Writing Journal Writing</li> <li>* Guided Writing or Writing Workshop</li> <li>* Independent Writing</li> <li>* Mini-Lessons</li> <li>* Write Time for Kids</li> <li>* Guided Spelling</li> <li>* Education Galaxy</li> <li>* Being a Writer</li> <li>* Writing Academy</li> </ul>	<p>Campus Administrators Teachers</p>	<p>Performance on the Writing assessments will improve:</p> <ul style="list-style-type: none"> <li>* Curriculum Based Assessments</li> <li>* District Benchmarks</li> <li>* STAAR Assessments</li> </ul>				
<p>Funding Sources: State Comp Ed (SCE) - 2383.56</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark assessment system</p>	<p>Campus Administrators Teachers</p>	<p>Performance on the Writing assessments will improve:</p> <ul style="list-style-type: none"> <li>* Curriculum Based Assessments</li> <li>* District Benchmarks</li> <li>* STAAR Assessments</li> </ul>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						







**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders

**Performance Objective 5:** Gonzalez Elementary will provide students with opportunities to become aware of career opportunities and the Leader in Me program.

Guidance & Counseling

**Evaluation Data Source(s) 5:** Student Survey

**Summative Evaluation 5:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>1) * Devote 30% of counselor's time in the are of guidance curriculum through:</p> <ul style="list-style-type: none"> <li>-Classroom presentations</li> <li>-Leader in Me lessons</li> <li>-School wide programs and other special events</li> <li>-Career and college awareness activities</li> </ul>	Campus Administrators Teachers Counselors	Students will be motivated to successfully complete high school and pursue a college degree.				
Funding Sources: State Comp Ed (SCE) - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>2) Create an anti-bullying environment by providing awareness programs for our students.</p>	Campus Administrators Teachers Counselors	Students will be motivated to successfully complete high school and pursue a college degree.				
Funding Sources: State Comp Ed (SCE) - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>3) Implement a strong conflict resolution program that promotes positive relationships and student success.</p> <p>Provide Extended Day Tutoring for 1st, 2nd and 3rd grade.</p>	Campus Administrators Teachers Counselors	Students will be motivated to successfully complete high school and pursue a college degree.				
Funding Sources: State Comp Ed (SCE) - 8000.00						
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders

**Performance Objective 6:** All ELL students will be at a 90% mastery level and build a foundation of reading and math. Bilingual

**Evaluation Data Source(s) 6:** STAAR results and comply with all accountability results.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Assess all students the first 20 days of enrollment to find the student's independent, instructional and frustration levels of reading</p>	<p>Campus Administrators Teachers Counselors</p>	<p>Increase independent reading levels of all students</p>				
<p>Funding Sources: State Bilingual/ESL - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Implement model strategies to help LEP students:</p> <ul style="list-style-type: none"> <li>* small group discussions</li> <li>* peer tutoring</li> <li>* use of graphic organizers</li> <li>* vocabulary instruction</li> <li>* differentiated instruction</li> </ul>	<p>Campus Administrators Counselors</p>	<p>Establish strong academic vocabulary foundation for ELL success</p>				
<p>Funding Sources: State Bilingual/ESL - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Continue implementing leveled readers in the classroom.</p>	<p>Campus Administrators Teachers Counselors</p>	<p>Establish strong academic vocabulary foundation for ELL success</p>				
<p>Funding Sources: State Bilingual/ESL - 0.00</p>						
<p>4) Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting</p>	<p>Campus Administrators Teachers Counselors</p>	<p>Increase English language proficiency level of all ELL's and increase percentage of the Advanced High TELPAS composite</p>				
<p>Funding Sources: State Bilingual/ESL - 0.00</p>						
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						









**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders

**Performance Objective 7:** By May 2019, all identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing. Dyslexia/Special Ed

**Evaluation Data Source(s) 7:** STAAR results

**Summative Evaluation 7:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Implement accommodations to assist eligible students in reading and writing</p>	<p>Campus Administrators Dyslexia Teacher General Ed. Teacher</p>	<p>Benchmark scores Six Weeks' progress report Reading and Writing STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>2) Implement staff development on instructional strategies to assist in reading and writing</p>	<p>Campus Administrators Dyslexia Teacher General Ed. Teacher</p>	<p>Benchmark scores Six Weeks' progress report Reading and Writing STAAR</p>				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders

**Performance Objective 8:** All student populations will achieve 100% mastery on all STAAR and increase Level III performance Advanced Academics

**Evaluation Data Source(s) 8:** STAAR results, number of Level III students

**Summative Evaluation 8:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Provide advanced lessons and activities that extend beyond the TEKS/STAAR framework for identified gifted students through a "pull-out" program.</p>	<p>Campus Administrators Quest Teacher Teachers</p>	<p>All GT students will be serviced by teachers that are in compliance with the Texas State Plan.</p>				
<p>Funding Sources: State Gifted and Talented (G/T) - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Monitor to ensure 100% of the classroom teachers servicing GT students have received training in the Nature and Needs Assessment of gifted students. Teachers must maintain 6 hour update yearly.</p>	<p>Campus Administrators</p>	<p>All GT students will be serviced by teachers that are in compliance with the Texas State Plan.</p>				
<p>Funding Sources: State Gifted and Talented (G/T) - 0.00</p>						
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders

**Performance Objective 9:** By Spring 2019, migrant students will achieve 85% mastery on Reading and Math STAAR.  
Migrant

**Evaluation Data Source(s) 9:** STAAR results

**Summative Evaluation 9:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Implement and plan reading math curriculum in small group tutorials for grades 3rd-5th</p> <p>Provide tutoring in content areas during the school day (Make Mathematics Meaningful Project Smart) Other instructional Migrant Summer Program</p>	<p>Campus Administrators TIM staff Teachers</p>	<p>Curriculum based assessment District Benchmarks STAAR Assessments</p>				
<p>Funding Sources: Title I, Part C - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) All migrant students will receive appropriate school supplies in order to provide them with the necessary tools to complete their classroom assignments.</p>	<p>Campus Administrators TIM staff Teachers</p>	<p>Curriculum based assessment District Benchmarks STAAR Assessments</p>				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						







**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders

**Performance Objective 10:** The Fine Arts will increase student participation.

Fine Arts

**Evaluation Data Source(s) 10:** UIL rosters

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students will compete and have high level on success in UIL.</p>	Administration Teachers	Successful at competitions through individual and group performance.				
<p>2) Student art work/projects will be showcased at the district/campus level and community.</p> <p>Students will take part in a Crafts Club, and their projects will be showcased at the district/campus level and community.</p>	Administration Art Teacher Music Teacher	Increase student participation and appreciation of the Fine Arts.				
<p>3) Student Music Performance will be recognized at the district/campus level and community.</p> <p>Students will have an opportunity to take part in the All Star Choir. Students will participate in various performances at the district/campus level and community.</p>	Administration Music Teacher	Increase student participation and appreciation of the Fine Arts.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders

**Performance Objective 11:** The school library will be a user-friendly information center that will provide equal, open, and flexible access to students personnel, parents and the community.  
Library

**Evaluation Data Source(s) 11:** Library Circulation Statistics

**Summative Evaluation 11:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement reading promotions and school clubs that foster a love of reading and produce responsible citizens:  *2x2 Reading List *Texas Bluebonnet Award Program *Spelling Bee *National Children's Book *National Library Week *Get Caught Reading *Dot Day *Battle of the Books	Librarian Library Assistant					
2) Librarian will encourage Reading through: *Accelerated Reading - AR *Leader in Me *Author Visits	Librarian Library Assisntant Classroom Teachers	STAAR scores AR points				

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging and innovative, technology programs that develop college, career and service ready leaders

**Performance Objective 12:** By Spring 2019, most students will acquire computer skills, increasing their effectiveness and efficiency of the information technology system to create and support student and staff learning the the classrooms and labs.

Technology

**Evaluation Data Source(s) 12:** STAAR results

**Summative Evaluation 12:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Provide a variety of technology media and methods for delivery of instruction. Purchase additional mobile technology and try to achieve a 1 to 1 computer - student ratio.</p>	Principal Campus Technology Coordinator Computer Lab Technology Asst.	Computer Lab Reports District Assessments				
Funding Sources: Title II Part D - 0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Ensure that students use technology as a tool to solve problems, create original products and communicate effectively by providing them with more "hands on" Technology tools</p>	Principal Campus Technology Coordinator Computer Lab Technology Asst.	Computer Lab Reports District Assessments				
Funding Sources: Title II Part D - 0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Implement Accelerated Reader to enhance students' reading. Purchase and use early reading, phonics, and phonemic awareness with the use of software and internet resources.</p>	Principal Campus Technology Coordinator Computer Lab Technology Asst.	Computer Lab Reports District Assessments				
Funding Sources: Title II Part D - 0.00						

**Goal 2: ENGAGING LEARNING ENVIRONMENT: Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote highperformance**

**Performance Objective 1:** Gonzalez Elementary staff and students will incorporate in their classroom, presentations, and activities.

**Evaluation Data Source(s) 1:** The campus will receive and Advanced level 4 in all 4 areas of the STAR chart.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Gonzalez staff will be provided with profession training on campus with computer software programs, blended learning, Google Apps and integration of technology in their daily lessons, Differentiated Learning, and incorporate blended learning environments.</p>	Administration CTC	Sign-In Sheets T-Tess Domains increased from previous year.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Students in PK-5th grade will use technology to develop reading and math skills. Technology will include chromebooks, televisions, IPADS, computer-desktops, document cameras, media carts, and mounted projectors.</p>	Administration CTC Teacher	Benchmarks, weekly test, Reading levels, STAAR scores, Report cards				
<p>3) The campus will continue with the Leader in Me training and anti-bullying campaign. Students will be provided lessons and teachers will continue to attend staff development in these areas.</p>	Administration Teacher					
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

### Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS: Exceptional community service, open communication, and positive collaboration for student success

**Performance Objective 1:** Strengthen and increase our parental involvement and community engagement in schools.

**Evaluation Data Source(s) 1:** Surveys and Parent Advisory Council

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, and social media.	Administration Community Aide Counselors Teachers	When parents are engaged and participate in campus activities.				
Funding Sources: Title 1, Part A - 0.00						
<b>Critical Success Factors</b> CSF 5 2) Provide aligned parent trainings and resources on effective reading strategies, PASOS, and HEB Read 3	Administration Community Aide Counselors Teachers	When parents are engaged and participate in campus activities.				
Funding Sources: Title 1, Part A - 0.00						
3) Continue to implement a system for tracking participation and volunteer hours. Parents will be recognized for their participation.	Administration Community Aide	When parents are engaged and participate with campus events.				
4) Ensure Title I Parental Program Meetings, Orientations for Staff and Parent Volunteers on how parents can promote 21st Century Learning.	Administration Community Aide Librarian Nurse Counselors	When parents are engaged and participate with campus events.				



**Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS:** Exceptional community service, open communication, and positive collaboration for student success

**Performance Objective 2:** Establish a network of community partners that will enhance the parental involvement program

**Evaluation Data Source(s) 2:** Sign-In's Annual Health Fair and Volunteer Logs

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) Gonzalez Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair)	Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activities.				
	Funding Sources: Title 1, Part A - 0.00					
2) Building stronger relationships with higher educations institutions: STC, UTRGV, TSTC, and Texas A&M extension services: so parents can be knowledgeable in the planning and preparation for college.  America Goes Back To School Rally  Love My School Day	Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activities.				

**Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT: High quality, research-based training development and support for all employees**

**Performance Objective 1:** All students will be taught by highly qualified and state certified teachers through professional development opportunities.

**Evaluation Data Source(s) 1:** Eduphoria and sign-in sheets

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 2 CSF 7 1) Provide mentors and training for new teachers.	Campus Administrators Teachers Funding Sources: Title II Part A - 0.00	Mentor assignments Feedback				
<b>Critical Success Factors</b> CSF 2 CSF 7 2) Provide appropriate job-related training for personnel.	Campus Administrators Teachers Staff	Sign-In sheets Evaluations Feedback				
3) Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam.	Administration Bilingual Chairs	An increase in bilingual certified teachers				
4) Research and created a staff awards and incentive program.	Adminisrration	Retain Teachers				

**Goal 5: FINANCIAL STRENGTH: Strategic planning, management, and accountability, and transparent financial stewardship o optimize federal, state, and local funding**

# State Compensatory

## Budget for Justice Raul A. Gonzalez Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
164.11.6119.27.106.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,761.00
164.11.6129.00.106.8.30	6129 Salaries or Wages for Support Personnel	\$21,042.00
164.11.6129.27.106.8.30	6129 Salaries or Wages for Support Personnel	\$18,148.00
164.11.6129.80.106.8.30	6129 Salaries or Wages for Support Personnel	\$29,263.00
164.12.6129.36.106.8.30	6129 Salaries or Wages for Support Personnel	\$49,163.00
164.23.6129.00.106.8.30	6129 Salaries or Wages for Support Personnel	\$21,594.00
164.11.6141.27.106.8.30	6141 Social Security/Medicare	\$1,012.00
164.11.6141.80.106.8.30	6141 Social Security/Medicare	\$424.00
164.12.6141.36.106.8.30	6141 Social Security/Medicare	\$713.00
164.23.6141.00.106.8.30	6141 Social Security/Medicare	\$313.00
164.11.6142.00.106.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.106.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.80.106.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.36.106.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.23.6142.00.106.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6143.00.106.8.30	6143 Workers' Compensation	\$65.00
164.11.6143.00.106.8.30	6143 Workers' Compensation	\$63.00
164.11.6143.27.106.8.30	6143 Workers' Compensation	\$210.00
164.11.6143.80.106.8.30	6143 Workers' Compensation	\$88.00
164.12.6143.36.106.8.30	6143 Workers' Compensation	\$147.00
164.11.6145.27.106.8.30	6145 Unemployment Compensation	\$63.00

164.11.6145.80.106.8.30	6145 Unemployment Compensation	\$26.00
164.12.6145.36.106.8.30	6145 Unemployment Compensation	\$44.00
164.23.6145.00.106.8.30	6145 Unemployment Compensation	\$19.00
164.11.6145.00.106.8.30	6145 Unemployment Compensation	\$19.00
164.11.6146.00.106.8.30	6146 Teacher Retirement/TRS Care	\$474.00
164.11.6146.27.106.8.30	6146 Teacher Retirement/TRS Care	\$2,252.00
164.11.6146.80.106.8.30	6146 Teacher Retirement/TRS Care	\$951.00
164.12.6146.36.106.8.30	6146 Teacher Retirement/TRS Care	\$1,106.00
164.23.6146.00.106.8.30	6146 Teacher Retirement/TRS Care	\$486.00
<b>6100 Subtotal:</b>		<b>\$252,120.00</b>
<b>6200 Professional and Contracted Services</b>		
163-11-6219-00-106-8-23	6219 Professional Services	\$17,000.00
164.13.6219.57.106.8.30	6219 Professional Services	\$405.00
164.11.6299.57.106.8.30	6299 Miscellaneous Contracted Services	\$1,205.00
164.23.6299.57.106.8.30	6299 Miscellaneous Contracted Services	\$135.00
<b>6200 Subtotal:</b>		<b>\$18,745.00</b>
<b>6300 Supplies and Services</b>		
164.11.6399.00.106.8.30	6399 General Supplies	\$18,750.00
164.11.6399.57.106.8.30	6399 General Supplies	\$441.00
<b>6300 Subtotal:</b>		<b>\$19,191.00</b>

**Personnel for Justice Raul A. Gonzalez Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anna Rios	Library Aide	State Compensatory	
David Ortegon	Coordinator Campus Technology	State Compensatory	
Edna Perez	Instructional Aide Pre-Kinder	State Compensatory	
Kevin Pacheco	Library Aide	State Compensatory	
Natasha Caballero	At Risk Attendance Clerk	State Compensatory	
Ninfa Garcia	Instructional Aide Pre-Kinder	State Compensatory	

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexandra Aguilar	Community Aide	Title I Part A	
Delma Munoz	Instructional Aide Special Ed.	Title I Part A	
Leticia Chapa	Instructional Aide Special Ed.	Title I Part A	
Minerva Solis	Media Aide	Title I Part A	
Nelda Cuellar	Counselor Aide	Title I Part A	
Sylvia Arreola	LVN	Title 1 Part A	
Zulema Garza	Campus Instructional Facilitator	Title 1 Part A	



## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rosa Garcia	Principal
Classroom Teacher	Christine Jasso	Pre-Kinder Teacher
Classroom Teacher	Carina Cantu	Kinder Teacher
Classroom Teacher	Sarai Valdez	1st Grade Teacher
Classroom Teacher	Claudia Quiroz	2nd Grade Teacher
Classroom Teacher	Maria Garcia	3rd Grade Teacher
Classroom Teacher	Laura Ortega	5th Grade Teacher
Non-classroom Professional	Kevin Warren	Specialty Teacher/PE
Non-classroom Professional	Kristen Ancelin	Special Education Teacher
Business Representative	Ida Linda Garcia	Business Representative
Community Representative	David J Garza	Community Representative/Agent