

Weslaco Independent School District
Cleckler-Heald Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading



Mission Statement

As the Right Choice, Cleckler-Heald Elementary delivers a complete educational experience grounded in social emotional learning, creativity, synergy, problem-solving, and critical thinking that develops lifelong learners, confident leaders, and engaged citizens.

Vision

Cleckler-Heald Elementary inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community.

Value Statement

Campus Goals

1. Provide high-quality, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.
2. Ensure a safe, secure, drug-free, technology-rich, and inviting environment which promotes high performance along the continuum of learning environments.
3. Foster exceptional community service, open communication, and positive collaboration using innovative and multiple platforms that support teacher and student success.
4. Implement high-quality research-based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.
5. Facilitate strategic planning, management, accountability and transparent stewardship to optimize federal, state, and local funding that supports the teaching and learning along the continuum of learning environments.

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According to the PEIMS Data Review of our campus profile, 97% of the student population is Hispanic, 54% are identified as At-Risk, 80% are identified as Economically Disadvantaged, and 15% Bilingual.	4
Cleckler-Heald Elementary involves our community leaders during special events, such as Career Day, America Goes Back to School Rally, Literacy Night, Leadership Day, SBDM committee and other different school events.	4
The students of Cleckler-Heald 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 levels, such as the QUEST Program (Gifted and Talented). All students are required to meet the passing standard of the three assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).	4
The students and staff at Cleckler-Heald Elementary are entering their seventh year of the Leader in Me Process. The students have learned to apply the 7 habits of happy kids in their daily lives. The effort the staff has put in this journey has been visible in the student's grades, increased vocabulary and leadership skills.	4
The current staff at Cleckler-Heald Elementary School is composed of 47 teachers, 3 campus administrators, 2 instructional coaches, 2 counselors and 1 assistant, 1 school librarian and 1 assistant, 1 accelerated learning coach, 4 non-classroom staff, and 11 educational aides.	4
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Comprehensive Needs Assessment

Demographics

Demographics Summary

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According to the PEIMS Data Review of our campus profile, 97% of the student population is Hispanic, 54% are identified as At-Risk, 80% are identified as Economically Disadvantaged, and 15% Bilingual.

Cleckler-Heald Elementary involves our community leaders during special events, such as Career Day, America Goes Back to School Rally, Literacy Night, Leadership Day, SBDM committee and other different school events.

The students of Cleckler-Heald 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 levels, such as the QUEST Program (Gifted and Talented). All students are required to meet the passing standard of the three assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The students and staff at Cleckler-Heald Elementary are entering their seventh year of the Leader in Me Process. The students have learned to apply the 7 habits of happy kids in their daily lives. The effort the staff has put in this journey has been visible in the student's grades, increased vocabulary and leadership skills.

The current staff at Cleckler-Heald Elementary School is composed of 47 teachers, 3 campus administrators, 2 instructional coaches, 2 counselors and 1 assistant, 1 school librarian and 1 assistant, 1 accelerated learning coach, 4 non-classroom staff, and 11 educational aides.

Demographics Strengths

1. Cleckler-Heald Elementary has many supportive parents because they value the importance of education and they can see the great things happening.
2. The attendance rate has been one of the highest in the district.
3. The community is very involved in Cleckler-Heald Elementary and continuously supports students achievements, community endeavors, and fundraisers.
4. Cleckler-Heald Elementary School promotes student involvement through various school activities.
5. Cleckler-Heald serves all day Pre-K 3 and 4

6. We are currently on our 7th year of the Leader in Me Process
7. This is Cleckler-Halds second year as being part of the Raising Blended Learning grant.

Student Learning

Student Learning Summary

Administrators, instructional coaches, and teachers evaluate student achievement data by generating state testing results reports using our district purchased program, Eduphoria. 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.

From TEA's 2022 state accountability system, Cleckler-Heald Elementary earned an "B" rating with a distinction in the area of Reading Language Arts

Student Learning Strengths

1. Cleckler-Heald is a Leader in Me Campus - Currently, CH is starting the 7th year of the Leader in Me Process. Great Progress has been made and teachers are confident that Lighthouse status will be earned this year.
2. Cleckler-Heald Students in K-2nd Grade - Students in the lower grades are making great gains in reading and math. This past year SIPPS, a phonics program, showed great success in the lower grades. The reading levels increased by 15% from the previous year. Students also demonstrated a great mastery in math. Students benchmark scores increased by 35%.
3. Cleckler-Heald Students in 3rd-5th grade showed great growth in the area of Reading. Cleckler-Heald Elementary recieved a distinction in this area due to the accelerated reading progress for 4th and 5th and the performance of 3rd grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Most students returned to face to face learning but still have gaps associated with the Covid 19 pandemic. **Root Cause:** Student engagement during virtual learning was low and the learning gap is decreasing but there still many skills needed for mastery.

Problem Statement 2 (Prioritized): Math scores are lower than usual accross the school. They have decreased by approximeately 10% **Root Cause:** Curriculum and program supports (interventions) may not have been adequately implemented in the classroom due to COVID Guidelines.

School Processes & Programs

School Processes & Programs Summary

Cleckler-Heald Elementary uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants are interviewed and evaluated is maintained. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor as well as support from administration.

According to SBDM members, Cleckler-Heald Elementary is in need of continuous professional development in the areas of reading, writing, and mathematics.

School Processes & Programs Strengths

At Cleckler-Heald, our teachers work diligently to strengthen our students' reading, writing, math, science, and social studies skills.

Our staff:

- Attends all district PLC meetings and share meeting minutes with fellow teachers and administration
- Implements the Leader in Me Process
- Tracks student data using Color-band
- Is 100% Highly Qualified
- Low teacher turnover rate
- High-Quality Certified Teachers
- Year 2 of the Raising Blended Learning
- 75% of K-3rd grade teachers are have completed the Texas Reading Academy
- GT Core Trained Teachers

Priority Problem Statements

Problem Statement 1: Most students returned to face to face learning but still have gaps associated with the Covid 19 pandemic.

Root Cause 1: Student engagement during virtual learning was low and the learning gap is decreasing but there still many skills needed for mastery.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Math scores are lower than usual accross the school. They have decreased by approximately 10%

Root Cause 2: Curriculum and program supports (interventions) may not have been adequately implemented in the classroom due to COVID Guidelines.

Problem Statement 2 Areas: Student Learning

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 1: By Spring 2023, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Reading STAAR. In addition, 85% of Cleckler-Heald Students will show an increase in their reading levels.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores
 NWEAmap
 Istation
 Fountas & Pinnell Guided Reading Levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of reading language arts.</p> <p>Strategy's Expected Result/Impact: District Benchmarks, NWEAmap, STAAR, and Reading levels will improve</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Coaches, Assistant Principals, and School Principal</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Scholastic News Magazine - State Comp Ed (SCE) - 164.11.6329.00.114.3.30 - \$3,378.34, Learning A to Z - State Comp Ed (SCE) - 164.11.6299.27.114.3.30 - \$1,625</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Diana Ramirez reading curriculum and strategies by providing teachers with professional development to improve ELA pedagogy.</p> <p>Strategy's Expected Result/Impact: Improvement of NWEAmap and STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coaches, and Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Support the implementation of the TEKS Resource System in all subject areas, including alignment, instruction, and assessment through Professional Learning Communities. Provide materials needed for students to be successful.</p> <p>Strategy's Expected Result/Impact: Benchmarks, NWEAmap, Workshop Activities, RBL Implementation, and STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coaches, and Teachers.</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses phonemic and phonological awareness, shared reading, guided reading, independent reading, writing, grammar/mechanics, including fluency, comprehension, and vocabulary.</p> <p>Strategy's Expected Result/Impact: Expected Results: Progress will be made in meeting the early childhood literacy Board goals (HB3) by 2024.</p> <p>Performance on the Reading and Writing assessments will improve:</p> <ul style="list-style-type: none"> *NWEA Map Growth & Map Fluency *Fountas & Pinnell *TX KEA *District Benchmarks *STAAR assessments *Istation ISIP *Formative Assessments *SIPPs *Study Island <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coaches, and Teachers.</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Students in Prek3-2nd grade will utilize manipulatives, foldables, TpT lessons, and more to assist with their literacy centers.</p> <p>*Prek3-4 will use toys for imaginative play and to develop social skills*</p> <p>Strategy's Expected Result/Impact: Students communication skills and reading ability will increase.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Most students returned to face to face learning but still have gaps associated with the Covid 19 pandemic. Root Cause: Student engagement during virtual learning was low and the learning gap is decreasing but there still many skills needed for mastery.</p>

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 2: By Spring 2023, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Math STAAR. In addition, 85% of Cleckler-Heald Students will show an increase in their math ability

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores (3rd-5th)





NWEAmap

Imagine Math

District Benchmark (K-2nd)

Strategy 1 Details	Reviews			
<p>Strategy 1: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12.</p> <p>*Updated IFDs *Backwards Design Document *NWEA Data *District Benchmark Data</p> <p>Strategy's Expected Result/Impact: Increased performance of students on assessments</p> <p>*District Benchmarks *STAAR *NWEA MAP Growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches and Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics</p> <ul style="list-style-type: none"> *Problem Solving Model *Workstations - Daily Math Fact Fluency Center *Number/Math Talks *Math Tasks *Guided Math K-2 *Differentiated Math Centers *Imagine Math Grades K-5 *Adoptions SAVVAS (EL) <p>Strategy's Expected Result/Impact: Increased performance of students on assessments</p> <ul style="list-style-type: none"> *District Benchmarks *STAAR *NWEA MAP Growth <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches and Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 2: Math scores are lower than usual across the school. They have decreased by approximately 10% Root Cause: Curriculum and program supports (interventions) may not have been adequately implemented in the classroom due to COVID Guidelines.</p>

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 3: By Spring 2023, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Science STAAR. In addition, 80% of Cleckler-Heald Students will show an increase in their Science ability.

Evaluation Data Sources: STAAR Scores (5th)
 NWEAmap
 District Benchmark (K-4th)

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of science.</p> <p>Strategy's Expected Result/Impact: Scores will improve in the areas of NWEAmap, District Benchmarks, and STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and Science Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Edmentum-Study Island - State Comp Ed (SCE) - 164.11.6299.27.114.3.30 - \$5,357, Generation Genius - State Comp Ed (SCE) - 164.11.6299.27.114.3.30 - \$995</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 5th grade students will do minimum of of 40% of the instructional week will be devoted to standards based inquiry science instruction.</p> <p>**Labs**</p> <p>Strategy's Expected Result/Impact: Formative Classwork, Science Journals, Quizzes, Stem-Scopes Summative STAAR Scores</p> <p>Staff Responsible for Monitoring: Administration Science Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Meet with campus staff to review student data, progress monitoring, and effective instructional practices.</p> <p>*Use of NWEA MAP Diagnostic Assessment in 2nd-5th grade</p> <p>*Provide opportunities for teachers to attend Science PLC</p> <p>*Provide opportunities for Science Teachers at the campus level for verticle planning.</p> <p>Strategy's Expected Result/Impact: Improved performance for all population assessments CBA's / Benchmarks STAAR. NWEA Map</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Most students returned to face to face learning but still have gaps associated with the Covid 19 pandemic. Root Cause: Student engagement during virtual learning was low and the learning gap is decreasing but there still many skills needed for mastery.</p>





Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 4: By Spring 2023, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Social Studies end of year district benchmark.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 5: Provide an after school program for students in 2nd-5th grade to be closing the learning gap.

Evaluation Data Sources: Student's academic performance will increase.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided with a hour of highly intense tutoring on the skills they are still lacking. Transportation will be provided.</p> <p>Strategy's Expected Result/Impact: Academic performance of students in attendance will increase.</p> <p>Staff Responsible for Monitoring: Accelerated Learning Coordinator, Teachers, and Assistant Principals</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Most students returned to face to face learning but still have gaps associated with the Covid 19 pandemic. Root Cause: Student engagement during virtual learning was low and the learning gap is decreasing but there still many skills needed for mastery.</p>
<p>Problem Statement 2: Math scores are lower than usual across the school. They have decreased by approximately 10% Root Cause: Curriculum and program supports (interventions) may not have been adequately implemented in the classroom due to COVID Guidelines.</p>

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 6: By Spring of 2022, 80% of the students in K-5th grade will score at the meets level on their end of the year Social Studies benchmark.

Evaluation Data Sources: District Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Students will review lessons taught through the use of EdPuzzles. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Instructional Coaches, Teachers, and Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 7: Special Pops: Cleckler-Heald elementary performance for Bilingual, GT, and Special ED students will increase in the areas of Approaches, Meets and Masters in reading, mathematics, and science by 10 percentage points. .

High Priority





HB3 Goal

Evaluation Data Sources: STAAR Scores
NWEAmap BOY-EOY

Strategy 1 Details	Reviews			
Strategy 1: Blended Learning: Teachers will provide opportunities for students to review objectives in small group.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENT - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.





Performance Objective 1: During the 2022-2023 school year, the number of discipline referrals will decrease by 10% from the 2021-2022 school year ensuring that all students learn in an atmosphere that promotes student success.

Strategy 1 Details	Reviews			
Strategy 1: Provide Social Emotional Learning (SEL) lessons utilizing the Leader in Me program for Pre-K-5th grade students that strongly address personal/social skills and bullying. *Leader In Me Workbooks *Leadership Binder (Digital or Hardcopy) Staff Responsible for Monitoring: Counselors, Teachers, and Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create a bully free environment by providing staff development opportunities for all staff and promoting bullying awareness for all students. Staff Responsible for Monitoring: Administration and Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENT - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 2: During the 2022-2023 school year we will increase our technologies to ensure that all staff and students have access to the resources they need for blended learning, intervention, acceleration and research. Such as but not limited to NWEAmap, Istation, Imagine Math, Renaissance Learning, Generation Genius, Warehouse Supplies, Lakeshore Learning.

Evaluation Data Sources: STAAR Scores
Grow on NWEAmap

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC- Support teachers during professional learning communities by providing time for them to attend and plan during district assigned days. In addition support RBL teachers with school PLC time.</p> <p>Strategy's Expected Result/Impact: Students scores will increase in all subjects</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENT - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.





Performance Objective 3: Cleckler-Heald Elementary will implement a safety plan of action to ensure the safety of all students.

- Evaluation Data Sources:**
1. Daily Door Sweep Log
 2. Practice Drills for Lockdowns and Fire
 3. Secure Cameras

Goal 2: ENGAGING LEARNING ENVIRONMENT - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 4: Integrate the application of technology to promote a blended learning environment in the classrooms to support accelerated instruction through various online programs such as but not limited to Istation, SAVVAS, Study Island, AR, TEKS Resource Systems, NWEAmap.

- Evaluation Data Sources:** Increased performance of students on assessments:
- *Formative Assessments
 - *District Benchmarks
 - *STAAR/EOC
 - *NWEA Map Growth-All Areas

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided with the supplies needed to achieve full potential of all online programs. Supplies such as but not limited to; toner, ink, document camera, projectors, laptops, bluetooth devices, speakers, and more.</p> <p>Strategy's Expected Result/Impact: Scores will improve on online assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Most students returned to face to face learning but still have gaps associated with the Covid 19 pandemic. Root Cause: Student engagement during virtual learning was low and the learning gap is decreasing but there still many skills needed for mastery.</p>
<p>Problem Statement 2: Math scores are lower than usual across the school. They have decreased by approximately 10% Root Cause: Curriculum and program supports (interventions) may not have been adequately implemented in the classroom due to COVID Guidelines.</p>

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS - Foster 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 by 10%.

Evaluation Data Sources: Parent sign in sheets

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees.

Performance Objective 1: To ensure Cleckler-Heald students are be taught by highly qualified and state certified teachers, staff members will participate in district, Region One, and campus trainings.

Evaluation Data Sources: Eduphoria Reports and Sign In Sheets

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees.

Performance Objective 2: Cleckler-Heald staff will attend monthly PLC meetings during their conference period. In addition they will be granted a designate PLC day by the district

Evaluation Data Sources: NWEAmap Growth Percentages
STAAR Scores
Reading Levels will increase
Math Levels will increase

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees.

Performance Objective 3: Support teachers in K-3rd grade by providing a structured schedule for the completion of the Reading Academy.

HB3 Goal

Evaluation Data Sources: Completion of Reading Academy course

Goal 5: FINANCIAL STRENGTH - Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

State Compensatory

Budget for Cleckler-Heald Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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Personnel for Cleckler-Heald Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aimee V. Cavazos	Counselor Clerk	1
Clara Cuellar	Instructional Coach	1
David G. Garza	Instructional Coach	1
Estela Molina	Teacher PK	0.5
Naomi Balli	Instructional Aide	0.5
Rosa Gonzalez	Teacher PK	0.5
Shelia Sanchez	Instructional Aide	0.5
Sofia Ledesma	Teacher PK	0.5
Tomasa Sustaita	Instructional Aide	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudette Regalado	Media Aide	Title I Part A	1
Cristobal V. Jimenez	Computer Lab Aide	Title I Part A	1
Irene Salas	Parent Specialist	Title I Part A	1
Janet A. Salinas	Library Aide	Title I Part A	1
Joanna Rosales	Instructional Aide	Title I Part A	1
Joe Salazar	Computer Lab Aide	Title I Part A	1
Marco Antonio Lara	Sp. Ed. Aide	Title I Part A	1
Marlene Calderon	Sp. Ed. Aide	Title I Part A	1
Matthew A. Alvarez	Instructional Aide	Title I Part A	1
Rachel Palacios	LVN	Title I Part A	1
Raul Perez	Teacher Class Size Reduction	Title II Part A	1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Learning A to Z	164.11.6299.27.114.3.30	\$1,625.00
1	1	1	Scholastic News Magazine	164.11.6329.00.114.3.30	\$3,378.34
1	3	1	Edmentum-Study Island	164.11.6299.27.114.3.30	\$5,357.00
1	3	1	Generation Genius	164.11.6299.27.114.3.30	\$995.00
Sub-Total					\$11,355.34