

# VIDA N. CLOVER IMPROVEMENT PLAN 2023-2024



## PSJA ISD's Vision & Mission

### **Vision**

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

### **Mission**

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

*Adopted June 22, 2020 by the PSJA School Board of Trustees*

## **Mission Statement**

At Vida N. Clover Elementary, our mission is to celebrate diversity by providing a safe and nurturing environment that will empower future leaders.

## **Vision Statement**

Through global awareness and real-life experiences, we will empower our students to become productive citizens and critical thinkers who will live a sustainable life.

## 2023 School Board of Education

Dr. Cynthia A. Gutierrez, *President*

Carlos G. Villegas Jr., *Vice-President*

Diana Serna, *Secretary-Treasurer*

Yolanda Castillo, *Assistant Secretary-Treasurer*

Jesus "Jesse" Vela, Jr, *Member*

Jorge L. Zambrano, *Member*

Jesus A. "Jesse" Zambrano, *Member*

## **District Leadership Team**

### **Dr. Alejandro Elias, Interim Superintendent of Schools**

Ranulfo Marquez, Assistant Superintendent for Academics

Rebecca Gonzales, Assistant Superintendent for Finance

Dr. Rebeca Garza, Assistant Superintendent for Human Resources

Roel Faz, Assistant Superintendent for School Operations

Dr. Orlando Noyola, Assistant Superintendent for Student Services

Dr. Lauro Davalos, Assistant Superintendent for Technology

Alfredo Carrillo, Executive Officer for Human Resources

Dr. Nora Cantu, Executive Officer for Academics

Virna M. Bazan, Executive Officer for Elementary Schools

Claudia Gonzalez, Executive Officer for Elementary Schools

Dr. Iris Guajardo, Executive Officer for Secondary Schools

Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools

Dr. Linda Uribe-Treviño, Executive Officer for College & Career Readiness

**Campus Site-Based Decision Committee  
Members  
2023-2024**

**School Administration**

Dr. Kristine Garza, Principal  
Eira Hernandez, Asst. Principal  
Jose Martinez, Counselor  
Lisandra Medina, CLL

**Support Staff**

Maria Briseno, Music  
Leticia Gomez, PE

**Community Member**

**Professionals**

L. Puente-PK 3  
M. Cabrera- PK4  
D. Tijerina - Kinder  
L. Marez- 1<sup>st</sup> Grade  
A. Cavazoz- 2<sup>nd</sup> Grade  
C. Garcia- 3<sup>rd</sup> Grade  
H. Pederson-4th Grade  
M. Romero- 5<sup>th</sup> Grade

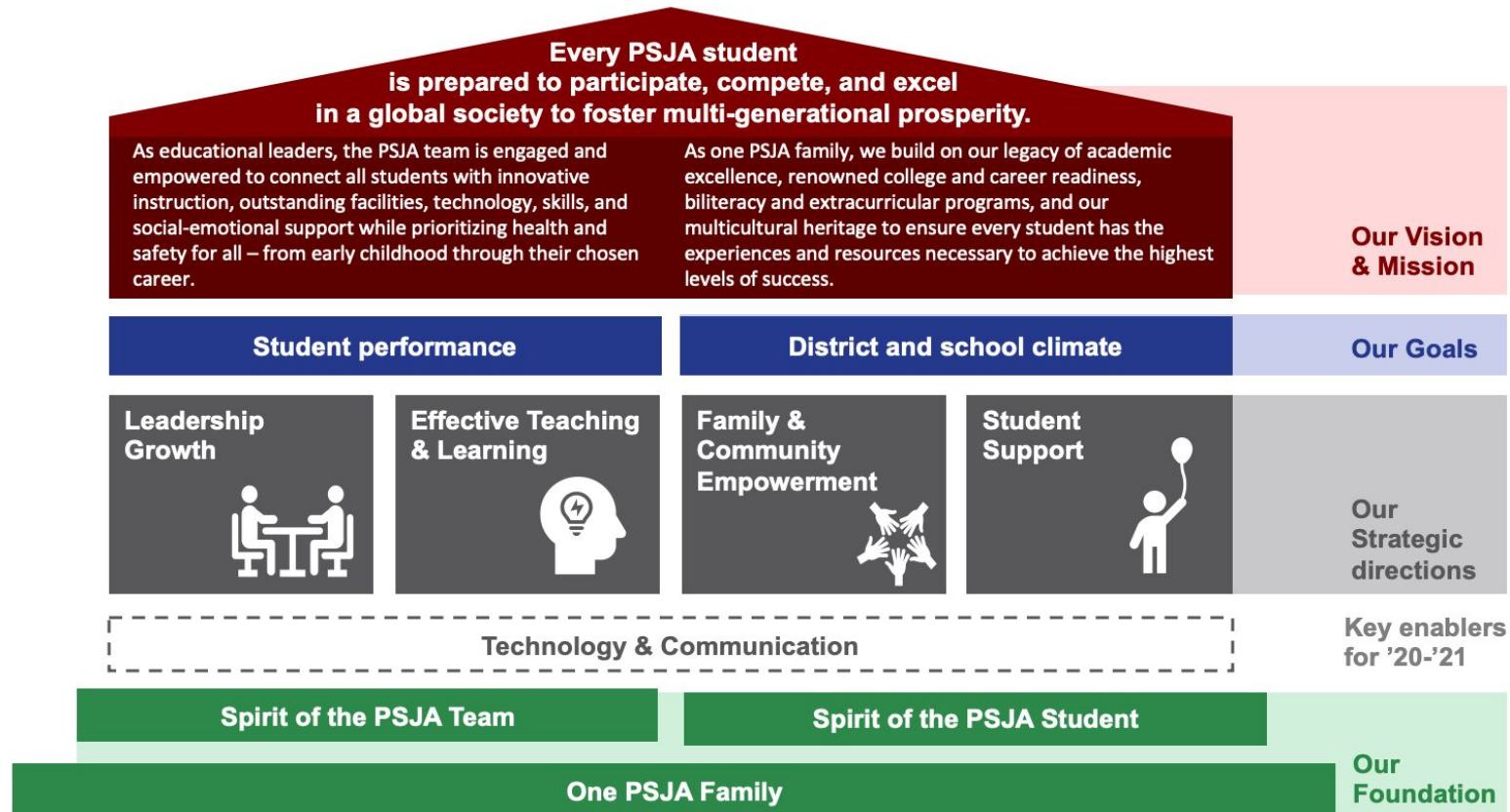
**SPED**

Leticia Trevino

**Parent**

Teodoro Lemus

## 2023-2024 Strategic Planning Framework



**Roadmap to Success for Every Student:  
*Strategic Priorities for 2023-2024 and Beyond***

**Leadership Growth**

Formal structures that provide the opportunity for those interested or identified as high potential leaders to develop the talent and skills necessary to drive success in PSJA ISD. Leadership growth means opportunities are made available for staff to use the Spirit of PSJA to support the District Vision and Mission.

**Effective Teaching & Learning**

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to PSJA ISD.

**Family & Community Empowerment**

The departments that support PSJA ISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

**Student Support**

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.



PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT  
2023-2024 DISTRICT and BOARD GOALS



**Goal 1:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2024.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60<sup>th</sup> percentile by End of Year Assessment will increase from 25% to 34% by 2024.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60<sup>th</sup> percentile by End of Year Assessment will increase 25% to 34% by 2024.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60<sup>th</sup> percentile by End of Year Assessment will increase from 23% to 32% by 2024.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60<sup>th</sup> percentile by End of Year Assessment will increase 15% to 23% by 2024.

**Goal 2:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2024.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2024.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2024.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2024.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2024.

**Goal 3:** The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2024.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2024.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2024.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2024.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2024.

**Goal 4:** The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2024.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2024.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2024.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2024.

# State Accountability

## 2023-2024

<b>Domain 1</b> <b>Student</b> <b>Achievement</b>	<b>Domain 2</b> <b>Part A</b> <b>Academic Growth</b>	<b>Domain 2</b> <b>Part B</b> <b>Relative Perf.</b>	<b>Domain 3</b> <b>Closing</b> <b>Performance</b>	<b>Overall</b>
<b>65</b>	<b>62</b>	<b>72</b>	<b>53</b>	<b>66</b>

# 2023-2024 Vida N. Clover Goals



## 3<sup>rd</sup> Grade Reading

	% of Students Passing State Assessment	% of Students Passing State Assessment	Goal
	<i>TARGET: 60</i>	<i>TARGET: 60</i>	<i>TARGET: 60</i>
	2022	2023	2024
Approaches	57	56	80
Meets	29	36	46
Masters	16	19	30

## 4th Grade Reading

	% of Students Passing State Assessment	% of Students Passing State Assessment	Goal
	<i>TARGET: 60</i>	<i>TARGET: 60</i>	<i>TARGET: 60</i>
	2022	2023	2024
Approaches	55	62	80
Meets	31	38	56
Masters	15	10	55

## 5<sup>th</sup> Grade Reading

	% of Students Passing State Assessment	% of Students Passing State Assessment	Goal
	<i>TARGET: 60</i>	<i>TARGET: 60</i>	<i>TARGET: 60</i>
	2022	2023	2024
Approaches	68	69	80
Meets	45	49	62
Masters	23	16	48

# 2023-2024 Vida N. Clover Goals



## 3<sup>rd</sup> Grade Mathematics

	% of Students Passing State Assessment	% of Students Passing State Assessment	Goal
	<i>TARGET: 60</i>	<i>TARGET: 60</i>	<i>TARGET: 60</i>
	2022	2023	2024
Approaches	57	58	80
Meets	29	41	51
Masters	16	20	30

## 4<sup>th</sup> Grade Mathematics

	% of Students Passing State Assessment	% of Students Passing State Assessment	Goal
	<i>TARGET: 60</i>	<i>TARGET: 60</i>	<i>TARGET: 60</i>
	2022	2023	2024
Approaches	54	63	80
Meets	31	40	58
Masters	16	16	61

## 5<sup>th</sup> Grade Mathematics

	% of Students Passing State Assessment	% of Students Passing State Assessment	Goal
	<i>TARGET: 60</i>	<i>TARGET: 60</i>	<i>TARGET: 60</i>
	2022	2023	2024
Approaches	68	64	80
Meets	48	39	64
Masters	15	9	56

# 2023-2024 Vida N. Clover Goals



## 5<sup>th</sup> Grade Science

	% of <b>Students</b> Passing State Assessment	% of <b>Students</b> Passing State Assessment	<b>Goal</b>
	<i>TARGET: 60</i>	<i>TARGET: 60</i>	<i>TARGET: 60</i>
	<b>2022</b>	<b>2023</b>	<b>2024</b>
Approaches	53	52	80
Meets	29	17	30
Masters	7	6	20

# Comprehensive Needs Assessment



## Data Resources Reviewed

1. 2023 STAAR Performance Reports
2. 2022- 23 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. T-TESS Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories

# Comprehensive Needs Assessment

## Closing the Gaps Status: Additional Targeted Support

### Indicators Met/Not Met

Indicators	#Met	All	Hispanic	ECO D	EB/EL Current	Spec Ed	Cont. En	NonCont
Academic Achievement Status - Reading	4/7	N	N	Y	N	Y	N	Y
Academic Achievement Status - Mathematics	5/7	N	N	N	N	Y	N	Y
Growth Status - Reading	1/5	Y	Y	Y	N	-	Y	-
Growth Status - Mathematics	5/5	Y	Y	Y	Y	-	Y	-
ELP STATUS	1/1				Y			
Student Success Status	6/7	N	N	N	N	Y	N	N

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

The following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Committee: State of Texas Assessments of Academic Readiness (STAAR) results, and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department at Vida N. Clover Elementary was very involved in the curriculum for grades K-12 to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

**Needs: N/A**

#### Professional Development Needs:

The Special Education Teacher must work closely with the Curriculum and Instruction Department and Special Education Department to attend PD in the area of co-teaching to implement the inclusion model effectively.

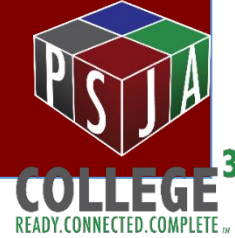
General Education Teachers will attend a training that will entitle the new accommodations and modifications for the 2023-2024 school year needed to meet the special education IEP's.

#### Strengths:

- 90% of STAAR ALT participants at Vida N. Clover passed assessment.
- 3<sup>rd</sup> Math Sped 96%



# Comprehensive Needs Assessment



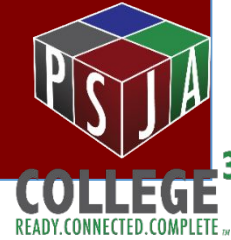
## Demographics

### Demographics Summary Continued:

#### English Language Learners (ELL):

The following sources from across the campus were used to review the Dual Language/English as a Second Language (DL/ESL) data at Vida N. Clover Elementary by the Site Based Decision Making Committee : State of Texas Assessments of Academic Readiness (STAAR) results, and TELPAS indicators to determine strengths and needs of our ELL students. Vida N. Clover Elementary also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Vida N. Clover Elementary was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, Vida N. Clover Elementary was very involved in the curriculum for grades K-12 to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated at Vida N. Clover Elementary to ensure that all general education teachers utilize best practices that support the learning of ELL students.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### English Language Learners (ELL):

##### Strengths:

On the STAAR exam:

None

#### English Language Learners (ELL):

##### Needs:

- 3<sup>rd</sup> Reading EB 43%
- 4<sup>th</sup> Reading EB 53%,
- 5<sup>th</sup> Reading EB 57%
- 3<sup>rd</sup> Math EB 47%
- 5<sup>th</sup> Math EB 54%
- 5<sup>th</sup> Science EB 44%
  
- TELPAS target was not met with a 36%, 13 points below the state target.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

The following sources from across Vida N. Clover Elementary were used to review the Economically Disadvantaged data by the Site Based Decision Committee: State of Texas Assessments of Academic Readiness (STAAR) results on STAAR Performance Data, Closing the Gaps Status, and Academic Growth Data Tables to determine strengths and needs of our Economically Disadvantaged Students.

#### Strengths:

On the STAAR exam:

5<sup>th</sup> Reading ECD 70%

4<sup>th</sup> Math ECD 70%

#### Needs:

5<sup>th</sup> Math ECD 59%

5<sup>th</sup> Science ECD 49%

## Comprehensive Needs Assessment Continued: Goal 1-4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<b>1</b>	<p><b><u>Goal Area 1: Student Achievement</u></b>                      100% of students will show progress in 4th and 5th grade Math and Reading. 3rd grade reading approaches will increase to 80% and meets and masters will each increase by 10%.</p>	<p><b><u>Performance Levels</u></b>                      3<sup>rd</sup> Rdg 29% to 36% meets, 16% to 19 masters                      3<sup>rd</sup> Math 27% to 41% meets, 14% to 20% masters                      4<sup>th</sup> Rdg 31% to 38% meets,                      4<sup>th</sup> Math 31% to 40% meets                      5<sup>th</sup> Reading 45% to 49% meets</p>	<ul style="list-style-type: none"> <li>• Increase the percent of students at Meets and Masters level in all subjects</li> </ul>	<p>Improve student learning outcomes in :  <b>3<sup>rd</sup> - 5<sup>th</sup> Grade Reading</b>  <b>3<sup>rd</sup>-5<sup>th</sup> Grade Math</b>  <b>5<sup>th</sup> Science</b>  <b>SMART Goal: 75% or Higher in reading and math</b>  <b>75 % in Science</b>                      Domain 1 Score of 60</p>
<b>2</b>	<p><b><u>Goal Area 2: Closing the Gaps</u></b>                      All identified student groups in the closing the gaps domain will meet 80% of the indicators in the academic achievement component by June 2024.</p>	<ul style="list-style-type: none"> <li>• All targets were met for growth status.</li> <li>• ELP target was met.</li> </ul>	<ul style="list-style-type: none"> <li>• For the Academic Achievement status, 5/14 targets were met.</li> <li>• Student Success Status, 1/7 targets were met.</li> </ul>	<ul style="list-style-type: none"> <li>• Set goals for all Students. Identify the students that have been non continuously enrolled. Provide Math and Science intervention. Intentionally target those students and provide intervention.</li> </ul>
<b>3</b>	<p><b><u>Goal Area 3: Improve Safety, Public Support, Culture, and Climate</u></b>                      By June 2024, the school's positive culture will increase 10% based on teachers and staff perception of staff-student relationships.</p>	<ul style="list-style-type: none"> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Improve Student Attendance to 98%</li> <li>• Business Community Involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Improve student retention</li> </ul>
<b>4</b>	<p><b><u>Goal Area 4: Increase Staff Quality, Recruitment and Retention</u></b>                      All teachers will deliver high-quality, engaging lessons maximizing at least 95% of the instructional time.</p>	<ul style="list-style-type: none"> <li>• LIFE &amp; Reading coach collaboration</li> <li>• New Teacher Institute</li> <li>• T-Tess Evaluation Tool</li> <li>• Mentoring Program</li> </ul>	<ul style="list-style-type: none"> <li>• Training on alignment to CLC roadmap.</li> <li>• Training on fluency for all teachers.</li> <li>• T-Tess Training</li> <li>• PD based on Needs</li> <li>• Book Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional learning opportunities for all teachers.</li> <li>• Assign mentor to new teachers in grade level.</li> <li>• Collaboration amongst the grade level (s).</li> <li>• Incorporate Book Studies for professional growth</li> </ul>

# 2023-2024 Vida N. Clover Elementary Goals

## Goal 1: Student Achievement

Goal Area: 1	Student Achievement
Annual Goal:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by 5% by June 2024
Objective:	The percent of students performing at meets grade level or above on STAAR reading 3-8/EOC will increase from 45% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Strategically plan instruction to target specific needs of students	*Principal *AP's *Collaborative Learning Leader *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee *Texas KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check *Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TLPAS *District *CIRCLE *TPRI/TejasLee *Fluency Checks *Texas KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps*
- 1) Monitor data bi-weekly utilizing progress monitoring assessments by teacher.
  - 2) Identify areas of concern by desegregation of data sources.
  - 3) Plan accordingly to target areas of concern.
  - 4) Implement and monitor action plan on target areas to obtain results.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Sum Assessment	Title-I School- wide Component
Small group instruction will be implemented in the classroom to target and make sure we meet the need of our students.	*Principal *AP's *Collaborative Learning Leader *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee *Texas KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check *Running Record	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check	*Weekly Assessments *CBA I *BM I & II *STAAR *TLPAS *District *CIRCLE *TPRI/TejasLee *Fluency Checks *Texas KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps*
- 1) Organize student groups by areas of weakness for differentiated instruction.
  - 2) Implement differentiated instruction to target areas of need by student group.
  - 3) Monitor and evaluate differentiated instruction.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Technology will be implemented throughout the lessons to ensure that lessons are readily available for our students.	*Principal *AP's *Collaborative Learning Leader *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/TejasLee *Texas KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check *Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TLPAS *District *Fluency Checks *Google Forms, slides, Docs *CIRCLE *TPRI/TejasLee *Texas KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

# 2023-2024 Vida N. CloverElementary Goals

## Goal 1: Student Achievement

**Goal Area: 1** Student Achievement

**Annual Goal:** The percent of special education students who perform at meets grade level or above on STAAR Reading will increase by 5% by June 2024

**Objective:** Special Education Students in the meets level will increase from 32% to 37% in STAAR in the meets category of STAAR by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
The special education teachers will align their instruction with the classroom teachers to ensure that instruction is implemented effectively.	*Principal *AP's *CLLh *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *Google Classroom *Google Meets *IEP *Unique *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023  *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition *Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups  *Increase academic performance of all student groups in all BM  *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms, Docs, Slides	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Monitor data bi-weekly utilizing progress monitoring assessments by teacher.
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- 3) Plan accordingly to target areas of concern.
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Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Small group instruction will be implemented in the classroom to target  and make sure we meet the need of our students.	*Principal *AP's *CLL  *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *Google Classroom *Google Meets *IEP *Unique *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023  *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition *Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups  *Increase academic performance of all student groups in all BM  *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms, Docs, Slides	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**

- 1) Organize student groups by areas of weakness for differentiated instruction.
- 2) Implement differentiated instruction to target areas of need by student group.
- 3) Monitor and evaluate differentiated instruction.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Technology will be implemented throughout the lessons to ensure that lessons are readily available for our students.	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *STAAR Release Assessments (BM I & II) *Fluency Checks *Google Classroom *Google Meets *IEP *Unique *Title 1	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition *Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups  *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *STAAR ALT *TELPAS ALT *Google Forms, Docs, Slides	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

# 2023-2024 Vida N. Clover Elementary Goals

## Goal 1: Student Achievement

Goal Area: 1	Student Achievement							
Annual Goal:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by 10% by June 2024							
Objective:	ELL students in the meets level of STAAR in the meets level will increase from 31% to 41% by June 2024.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component	
Strategically plan instruction to target specific needs of EL students	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Summit K12 *Galaxy *STAAR Release Assessments (BM I & II) *TELPAS *Fluency Checks *TPRI/TejasLee *ELPS *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increase one proficiency level in TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *Fluency Checks *Dual District BM *LAS LINKS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c  *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	
Action Steps								
1) Monitor data bi-weekly utilizing progress monitoring assessments by teacher.								
2) Identify areas of concern by desegregation of data sources.								
3) Plan accordingly to target areas of concern.								
4) Implement and monitor action plan on target areas to obtain results.								
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component	
Small group instruction will be implemented in the classroom to target current proficiency levels in order to increase one or more levels.	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Summit K12 *Galaxy *STAAR Release Assessments (BM I & II) *TELPAS *Fluency Checks *TPRI/TejasLee *ELPS *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM  *STAAR tested subjects *Fluency Growth in all student groups *Increase one proficiency level in TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *Fluency Checks *Dual District BM *LAS LINKS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	
Action Steps								
1) Organize student groups by areas of weakness for differentiated instruction.								
2) Implement differentiated instruction to target areas of need by student group.								
3) Monitor and evaluate differentiated instruction.								
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component	
Technology will be implemented throughout the lessons to provide students opportunity to practice the Listening, Speaking, Reading, and Writing Domains.	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Summit K12 *Galaxy *STAAR Release Assessments (BM I & II) *TELPAS *Fluency Checks *TPRI/TejasLee *ELPS *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increase one proficiency level in TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks *Dual *LAS LINKS	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	

# 2023-2024 Vida N. Clover Elementary Goals

## Goal 2: Closing the Gaps

Goal Area 2: Closing the Gaps								
Annual Goal 1: All identified student groups in the Closing the Gaps domain will meet 85% of the targets in the Academic Achievement component by June 2024.								
Objective 1: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 85% of the targets in the Academic Achievement component are met by June 2024.								
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
*Collect and assess data to monitor student progress weekly and drive interventions	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Walkthroughs *Data Walls	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	
Action Steps								
1) Use current district assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)								
2) Disaggregate student data at the school level(CPR) and teacher level to determine student progress and increase performance at the Meets level and above								
3) Use assessment data to create intervention plans and schedule intervention time into the school day at every level								
4) Provide instruction and interventions tailored to the students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies,								
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
*Use formative assessment results to establish priorities using weekly progress monitoring and targeted resources	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Student Progress Profile Sheets *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Analysis of Student Data during CLC *Walkthroughs *Data Walls	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR	*Weekly/Formative Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Title I , II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds	
Action Steps								
1) Establish priorities based on obtained data and identified student needs								
2) Use program systems to provide effective feedback to monitor progress and improve instruction								
3) Provide reliable resources to ensure student success is being met								
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	
*Provide technology resources to facilitate reading development/math fluency and differentiate student learning	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *MyOn *Title 1	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, Galaxy, Summit K12	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading, Imagine Math, Galaxy, Summit K12	*Weekly/Formative Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TEXAS KEA	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c	



# 2023-2024 Vida N. Clover Elementary Goals

## Goal 2: Closing the Gaps

Goal Area 2:	Closing the Gaps
Annual Goal 2:	All student groups will meet 90% of the indicators in the four components evaluated in the Closing the Gaps domain by June 2024.
Objective 1:	All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>*Collect and assess data to monitor student progress weekly and drive interventions</p> <p>*Provide tutor for EL students to help close the learning gap</p>	<p>*Principal</p> <p>*AP's</p> <p>*LIFE Coach</p> <p>*Teachers</p>	<p>*District Curriculum</p> <p>*Istation Reading</p> <p>*Imagine Math</p> <p>*Galaxy</p> <p>*Summit K12</p> <p>*STAAR Release Assessments (BM I &amp; II)</p> <p>*Fluency Checks *SLOs</p> <p>*TPRI/ TEJAS LEE</p> <p>*CIRCLE</p> <p>*TEXAS KEA</p> <p>*Title 1</p> <p>*ESSER</p> <p>*Local</p> <p>*State Comp</p>	<p>*Aug. 2023</p> <p>*Oct. 2023</p> <p>*Nov. 2023</p> <p>*Jan. 2024</p> <p>*March 2024</p> <p>*April 2024</p> <p>*June 2024</p>	<p>*Campus Review Sessions (CRS)</p> <p>*DMAC data reports</p> <p>*Campus Performance Reviews (CPR)</p> <p>*Progress Monitoring Reports</p> <p>*Walk-through feedback</p> <p>*LPAC notes</p> <p>*Lesson Plans</p> <p>*Language Acquisition Monitoring Application</p> <p>*Fluency Check Running Record</p> <p>*Walkthroughs</p> <p>*Data Walls</p>	<p>*Closing the achievement gap among student groups</p> <p>*Increase academic performance of all student groups in all BM</p> <p>*STAAR tested subjects</p> <p>*Fluency Growth in all student groups</p>	<p>*Weekly/Formative Assessments</p> <p>*CBA I</p> <p>*BM I &amp; II</p> <p>*STAAR</p> <p>*TELPAS</p> <p>*District Fluency Checks</p> <p>*TPRI/TEJAS LEE</p> <p>*CIRCLE</p> <p>*TEXAS KEA</p>	<p>*Comprehensive Needs Assessment</p> <p>*Reform Strategies- a,b,c</p> <p>*Teacher Decision Making Regarding Assessments-a,b,c</p> <p>*Effective &amp; Timely - Assistance to students experiencing difficulty-a,b,c</p> <p>*Integration of Fed., State, &amp; Local Services, Programs and Funds- a,b,c</p>

**Action Steps**

- 1) Use current district assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
- 2) Disaggregate student data at the school level(CPR) and teacher level to determine student progress and increase performance at the Meets level and above
- 3) Use assessment data to create intervention plans and schedule intervention time into the school day at every level
- 4) Provide instruction and interventions tailored to the students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies,

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>*Use formative assessment results to establish priorities using weekly progress monitoring and targeted resources</p>	<p>*Principal</p> <p>*AP's</p> <p>*LIFE Coach</p> <p>*Teachers</p>	<p>*District Curriculum</p> <p>*Istation Reading</p> <p>*Imagine Math</p> <p>*Galaxy</p> <p>*Summit K12</p> <p>*STAAR Release Assessments (BM I &amp; II)</p> <p>*Fluency Checks *SLOs</p> <p>*TPRI/ TEJAS LEE</p> <p>*CIRCLE</p> <p>*TEXAS KEA</p> <p>*Title 1</p> <p>*ESSER</p> <p>*Local</p> <p>*State Comp</p>	<p>*Aug. 2023</p> <p>*Oct. 2023</p> <p>*Nov. 2023</p> <p>*Jan. 2024</p> <p>*March 2024</p> <p>*April 2024</p> <p>*June 2024</p>	<p>*Student Progress Profile Sheets</p> <p>*DMAC Reports</p> <p>*Campus Data Reports</p> <p>*Campus Performance Reviews (CPR)</p> <p>*Weekly assessments</p> <p>*Analysis of Student Data during CLC</p> <p>*Walkthroughs</p> <p>*Data Walls</p>	<p>*Student achievement gains</p> <p>*Closing achievement gaps</p> <p>*Increase in the percent of students at the Meets and Masters levels on STAAR</p>	<p>*Weekly/Formative Assessments</p> <p>*CBA I</p> <p>*BM I &amp; II</p> <p>*STAAR</p> <p>*TELPAS</p> <p>*District Fluency Checks</p> <p>*TPRI/TEJAS LEE</p> <p>*CIRCLE</p> <p>*TEXAS KEA</p>	<p>*Title I, II,III</p> <p>*State Compensatory Funds</p> <p>*Migrant Funds</p> <p>*State Bilingual Funds</p> <p>*Local Funds</p>

**Action Steps**

- 1) Establish priorities based on obtained data and identified student needs
- 2) Use program systems to provide effective feedback to monitor progress and improve instruction
- 3) Provide reliable resources to ensure student success is being met

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>*Provide technology resources to facilitate reading development/math fluency and differentiate student learning</p>	<p>*Principal</p> <p>*AP's</p> <p>*LIFE Coach</p> <p>*Teachers</p>	<p>*District Curriculum</p> <p>*Istation Reading</p> <p>*Imagine Math</p> <p>*Galaxy</p> <p>*Summit K12</p> <p>*STAAR Release Assessments (BM I &amp; II)</p> <p>*Fluency Checks *SLOs</p> <p>*TPRI/ TEJAS LEE</p> <p>*CIRCLE</p> <p>*TEXAS KEA</p> <p>*MyOn</p> <p>*Title 1</p> <p>*ESSER</p> <p>*Local</p> <p>*State Comp</p>	<p>*Aug. 2023</p> <p>*Oct. 2023</p> <p>*Nov. 2023</p> <p>*Jan. 2024</p> <p>*March 2024</p> <p>*April 2024</p> <p>*June 2024</p>	<p>*Campus Review Sessions (CRS)</p> <p>*DMAC data reports</p> <p>*Campus Performance Reviews (CPR)</p> <p>*Progress Monitoring Reports</p> <p>*Walk-through feedback</p> <p>*Lesson Plans</p> <p>*Language Acquisition Monitoring Application</p> <p>*Reports-Istation, Imagine Math, Galaxy, Summit K12</p>	<p>*Closing the achievement gap among student groups</p> <p>*Increase academic performance of all student groups in all BM</p> <p>*STAAR tested subjects</p> <p>*Growth in Istation Reading, Imagine Math, Galaxy, Summit K12</p>	<p>*Formative assessments</p> <p>*CBAS</p> <p>*Benchmarks</p> <p>*STAAR</p> <p>*TELPAS</p> <p>*TPRI/TEJAS LEE</p> <p>*STAAR Release Assessments (BM I &amp; II)</p>	<p>*Comprehensive Needs Assessment</p> <p>*Reform Strategies- a,b,c</p> <p>*Teacher Decision Making Regarding Assessments-a,b,c</p> <p>*Effective &amp; Timely -Assistance to students experiencing difficulty-a,b,c</p> <p>*Integration of Fed., State, &amp; Local Services, Programs and Funds- a,b,c</p>

**Action Steps**

- 1) Assign resources (e.g., Istation Reading, Imagine Math, Galaxy, Summit K12, and myOn) to facilitate reading development for student groups

# 2023-2024 Vida N. Clover Elementary Goals

## Goal 2: Closing the Gaps

Goal Area: 2	Closing the Gaps
Annual Goal 3:	All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Growth Component by June 2024.
Objective 3:	All identified noncontinuously enrolled students in the Closing the Gaps domain will be monitored to ensure that they meet the math and reading targets in the Academic Growth Component by

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Collect and assess data to monitor student progress weekly and drive interventions for students that have been Non continuously enrolled.	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- 1) Use current district assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
  - 2) Disaggregate student data at the school level(CPR) and teacher level to determine student progress and increase performance at the Meets level and above
  - 3) Use assessment data to create intervention plans and schedule intervention time into the school day at every level
  - 4) Provide instruction and interventions tailored to the students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies,

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Use formative assessment results to establish priorities using weekly progress monitoring and targeted resources	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *Title 1 *ESSER *Local *State Comp	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Student Progress Profile Sheets *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Analysis of Student Data during CLC *Walkthroughs *Data Walls	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and  Masters levels on STAAR	*Formative assessments *CBAS *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE	*Title I, II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds

- Action Steps**
- 1) Establish priorities based on obtained data and identified student needs
  - 2) Use program systems to provide effective feedback to monitor progress and improve instruction
  - 3) Provide reliable resources to ensure student success is being met

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide technology resources to facilitate reading development and differentiate student learning	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Galaxy *Summit K12 *STAAR Release Assessments (BM I & II) *Fluency Checks *SLOs *TPRI/ TEJAS LEE *CIRCLE *TEXAS KEA *MyOn	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Language Acquisition Monitoring Application *Reports-Istation, Imagine Math, Galaxy, Summit K12	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading, Imagine Math, Galaxy, Summit K12	*Formative assessments *CBAS *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

# 2023-2024 Vida N. Clover Elementary Goals

## Goal 3: Improve safety, Public Support, Culture and

<b>Goal Area: 3</b>	Improve Safety, Public Support, Culture and Climate
<b>Annual Goal 1:</b>	The school's positive culture and climate will increase 10% based on teachers and staff perception of staff-student relationships.
<b>Objective 1:</b>	Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.	*Principal *AP's *LIFE Coach *Teachers *Counselor	*District SEL Activities and Videos *District PP –Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations	*Positive students engagement *Inclusive community *Diversity learning *Learner variability-welcomed responses	*Classroom observation *Walkthroughs *Student interactions with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

<b>Action Steps</b>							
1) All staff will receive training via Hoonuit platform on SEL.							
2) All students will participate in guided lessons on SEL.							
3) Staff will ensure that all safety procedures and protocols are followed.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers and staff will implement SEL lessons in their classroom to improve teacher/student relationships.	*Principal *AP's *LIFE Coach *Teachers *Counselor	*District SEL Activities and Videos *District PP –Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations	*Positive students engagement *Inclusive community *Diversity learning *Learner variability- welcomed responses  *Social and emotional growth	*Classroom observation *Walkthroughs *Students interactions with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

<b>Action Steps</b>							
1) Teachers and Counselor will deliver SEL lessons provided by the district.							
2) Students will actively participate in guided lessons on SEL.							
3) Staff will ensure that all safety procedures and protocols are followed.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Students will practice SEL and social skills throughout the day.	*Principal *AP's *LIFE Coach *Teachers *Counselor	*District SEL Activities and Videos *District PP –Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LPC *LSSP	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations of students	*Positive students engagement *Inclusive community *Diversity learning *Learner variability-welcomed responses *Social and emotional growth	*Classroom observation *Walkthroughs *Student interaction with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

<b>Action Steps</b>							
1) Teachers and Counselor will deliver SEL lessons provided by the district.							
2) Students will actively participate in guided lessons on SEL.							
3) Staff will ensure that all safety procedures and protocols are followed.							

# 2023-2024 Vida N. Clover Elementary Goals

## Goal 3: Improve safety, Public Support, Culture and

**Goal Area: 3** Improve Safety, Public Support, Culture and Climate

**Annual Goal 2:** The students' perception for their physical and psychological school safety will improve by June 2024.

**Objective 1:** The school will implement safety and violence prevention protocols that will increase school safety by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Train all students and staff members on COVID 19 safety procedures	*Principal *AP's *LIFE Coach *Teachers *Nurse *Counselor	*District Safety Procedures Videos *Hoonuit Modules *TEA Guidelines *CDC Guidelines	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Screener for COVID19 *Signs Posted Seating *Arrangement of Classroom *Setup Modified Procedures *Social Distances	*Minimal to no cases *High Attendance *Open Campus *Low Anxiety Level	*Observation of staff wearing appropriate coverings *Unannounced Classroom Visits	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- 1) Teachers will receive training via Hoonuit on COVID 19 safety procedures and protocols.
  - 2) Students will participate and engage in a guided lesson on COVID 19 safety procedures and protocols.
  - 3) Safety procedures for COVID 19 will be displayed and enforced throughout the school.
  - 4) Staff will monitor to ensure that all safety procedures and protocols are being followed.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Train selective staff in (CPI) de-escalation and restorative practices	*Principal *AP's *Counselor *LIFE Coach *Teachers *Behavior Specialist	*Counselor Lessons and Protocols *Behavior Plans *Tropical Behavior Center *Conferences with Parents	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Individual Behavioral Plans *Incentive for Appropriate Behavior *Classroom Job Incentive (intervention) *Evacuation Classroom Procedures	*Minimal classroom disruptions *Growth in student behavior *Increase of Academic Achievement *Students without Injury *Positive Social Behavior *Make responsible decisions	*Zero Injury Reports *Minimal Referrals *Observation of Minimal disruptions in Classroom	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- 1) Selected personnel will attend district CPI training.
  - 2) Response team will participate in mock training to make sure that all procedures are carried out.
  - 3) Implement CPI and document when necessary.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Training for All Staff on sexual abuse and neglect, bullying, suicide,trama, and SEL (Social Emotional Learning).	*Principal *AP's *Counselor *LSSP *LPC *Wrap Around Specialists	*District PP –Counselor Presentation to Staff *SEL Modules *HR Resources *Hoonuit SEL *Counselor PD on Sexual Harassment, bullying.	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Certificate of Modules *No bullying Signs *Positive Interaction between teacher and students *Positive interaction between student to students	*Zero Reports *Positive School Climate *Informed Staff *High students engagement	*Classroom observation *Walkthroughs	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- 1) All staff will attend PD via Hoonuit on sexual abuse and neglect, bullying, suicide, trama, SEL.
  - 2) Staff will document and report any concerns to proper authorities.
  - 3) Provide resources to students on all topics.

# 2023-2024 Vida N. Clover Elementary Goals

## Goal 3: Improve safety, Public Support, Culture and

Goal Area: 3	Improve Safety, Public Support, Culture and Climate
Annual Goal3:	Family involvement and interaction with their child's school/class will increase by 5% by June 2024.
Objective 1:	Parents participation in informational training sessions will increase by 5% by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teachers and staff will use approved platforms to communicate with parents and address their questions and needs.	*Principal *AP's *LIFE Coach *Teachers *Counselor	*School FB *Google Classroom *ClassDojo *Email *Phone call *School Messenger	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Weekly attendance report *Weekly Contact Parent Log *Google Classroom Posts *ClassDojo Announcements *Email Logs	*Parent communication 100% *Increase Student participation on Google Classroom *Decrease in miscommunication on assignments *Less incomplete assignments *Positive partnership between parents and staff member	*Increased parent satisfaction *Improved staff morale *Increased students participation	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

<b>Action Steps</b>							
1) Notices and messages will be sent out on a timely manner.							
2) Parent educator will reach out to parents to invite them to school meetings and trainings.							
3) A mass message will be sent out via Messenger to reach all parents.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Parents will be invited to attend social events sponsored by the school	*Principal *AP's *LIFE Coach *Teachers *Counselor	*School FB *Google Classroom *ClassDojo *Email *Phone calls *Parent notes	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Sign in Sheet for attendees *High participation in social events	*Positive Parent involvement in social events *Student participation in special events	*High participation by parents and students *High participation by students	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

<b>Action Steps</b>							
1) Notices and messages will be sent out on a timely manner.							
2) Parent educator will reach out to parents to invite them to school meetings and trainings.							
3) A mass message will be sent out via Messenger to reach all parents.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Parents will be invited to attend meetings and trainings provided by the school and district.	*Principal *AP's *LIFE Coach *Teachers *Counselor	*School FB *Email *Phone call via messenger *ClassDojo *Flyers	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Sign in Sheet for attendees *High participation in upcoming school and district trainings	*High Parent involvement *Learning Opportunities *Informed parents	*High participation by parents and students *High participation by students	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

<b>Action Steps</b>							
1) Notices and messages will be sent out on a timely manner.							
2) Parent educator will reach out to parents to invite them to school meetings and trainings.							
3) A mass message will be sent out via Messenger to reach all parents.							

# 2023-2024 Vida N. Clover Elementary Goals

## Goal 4: Increase Staff Quality, Recruitment, and Retention

Goal Area: 4	Increase Staff Quality, Recruitment and Retention
Annual Goal:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective:	All teachers will increase their use of high quality, engaging lessons, and technology to increase student engagement.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
All teachers will use research based strategies in their daily lesson to increase student engagement	*Principal *AP's *LIFE Coach *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *Think Central *EduSmart *CIF *Google Classroom *Google Meets *Poll *Quizzes *Games *Galaxy *Summit K12	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *T-Tess *Reports from programs	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *More classroom participation	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks *Google Form	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- Teachers will attend research based professional development offered by the district or Region I.
  - Teachers will turn around PD attended to other teachers so that they can learn best practices in classroom instruction.
  - Teachers will implement what was learned in their professional development in their classroom to improve instruction.
  - Teachers will participate in classroom visitations within the grade-level to learn from each other.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Use walk-through data to monitor and support teacher effectiveness	*Principal *AP's *LIFE Coach *Teachers	*T-Tess Rubric *Walkthrough District Form *Coaching Cyle *NTC Tools *PD Goals *TCLCs *Roadmap *SLO's	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups participation *Completion of PD Goals	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks *Summative Evaluation	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- Data obtained from walk-throughs will be utilized to target areas of growth for teachers.
  - Hot and Cold Feedback will be provided for all teachers to support teacher effectiveness.
  - Implementation will be monitored weekly.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
All teachers will incorporate technology into their lessons to optimize student achievement	*Principal *AP's *LIFE Coach *Teachers	*District Curriculum *Istation Reading *Imagine Math *Google Classroom *Interactive Board *Google Meets *Quizlet *Quizzes *Games *Prodigy *Edusmart *Mackinvia *TECH Camps *CIT Trainings *Hoonuit Trainings	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *Increase use of technology	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Check *Usage Report on Istation and Imagine Math *Google forms,slides, doc.	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- Teachers and Staff will attend professional development to improve their use of technology.
  - Teachers will utilize technology in the classroom and assist students in applying their new knowledge.
  - Technology usage will be monitored weekly.

# 2023-2024 Vida N. Clover Elementary Goals

## Goal 4: Increase Staff Quality, Recruitment, and Retention

**Goal Area: 4** Increase Staff Quality, Recruitment and Retention  
**Annual Goal:** Staff will use the evaluation systems to increase staff quality, recruitment and retention.  
**Objective:** Staff will develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administration and teachers will receive training on the evaluation process	*Principal *AP's *LIFE Coach *Teachers	*T-Tess Training *TxCee Online Orientation *Calibration Certification *6 Hour T-Tess Orientation *LIFE CoachT-Tess Roll Out *Walk-through Forms	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*T-Tess- Teacher Self Assessment *PD Goals *BOY Goals Conference *MOY Progress Conference *EOY Summative Evaluation *Observation Cycle *Walk-throughs	*Growth in PD Goals *Teacher Growth *Progress/Completion of PD Goals *SLO's *Teacher Effectiveness Ratings	*Teacher announced and unannounced observation *Mid Year Conference *Summative Conference	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- 1) Teachers will receive professional development on the correct evaluation process.
  - 2) Teachers will be guided on how to develop effective SLO's for their students.
  - 3) Teachers will implement what was learned during the evaluation process and SLO's in their own classroom.
  - 4) Implementation will be monitored and reviewed by Administration and LIFE Coach.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback.	*Principal *AP's *LIFE Coach *Teachers	*T-Tess Training *Observation Cycle *NTC Tools *Collaborative Learning Walks *Walkthroughs *Peer observations *TCLCs	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Pre Conference Form *Observation Form *Post Conference Form *Teacher Inter-visitiation Form *Walkthrough Online Form *Peer Schedule Template	*Teacher implementation of newly aquired feedback *Teacher participation *Incorporating vertically aligned strategies	*Student engagement *Follow through of feedback *Classroom visit	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- 1) Data obtained from walk-throughs will be reviewed and analyzed to guide growth for all teachers.
  - 2) Hot and Cold feedback will be provided to teachers to improve practice.
  - 3) Action plan will be developed and monitored carefully to make sure that proper implentation is being utilized.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use data collected to provide professional development to provide growth opportunities for all staff for means of retention.	*Principal *AP's *LIFE Coach *Teachers	*Observation Cycle *Collaborative Learning Walks *Walkthroughs *Peer observations *PD for areas of concern	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*PD Sign In *Data Collected through walkthroughs	*Teacher implementation of newly aquired PD *Teacher participation *Student engagement	*Classroom Observation *Classroom walkthrough *Teacher feedback	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty- a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

- Action Steps**
- 1) Using data collected teachers will be encouraged to attend professional development to target growth areas.

# 2023-2024 Vida N. Clover Elementary Goals

## Goal 4: Increase Staff Quality, Recruitment, and Retention

Goal Area: 4	Improve Safety, Public Support, Culture and Climate
Annual Goal3:	All teachers will be certified to teach assigned grade level by June 2024.
Objective:	All teachers will be highly qualified to teach the assigned grade level by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All dual language including special education teachers will be certified bilingual.	*Principal *AP's *LIFE Coach *Teachers	*State Bilingual Certification *Dual Language District Training *Bilingual District Department Resources *ELPS training *Bilingual update training *Centers training	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Bilingual Pairs *Bilingual Classroom Labels *Language of the Day Instruction *Bilingual resources *Bilingual library books *Display of student work in both languages	*Bilingual Pairs group work *Bilingual Classroom Labels *Students use language of the Day *Students use bilingual resources *Students have access to bilingual Library	*Walkthroughs *Observations *DL Department Observations	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**  
 1) All dual language teachers including special education teachers will be properly certified in bilingual education.  
 2) Dual language teachers will ensure that their certification is current by attending trainings and professional development opportunities.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All dual language teachers will receive required annual training.	*Principal *AP's *LIFE Coach *Teachers	*Dual Language District Update Training	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Bilingual Pairs *Bilingual Classroom Labels *Language of the Day Instruction *Bilingual resources *Bilingual library books *Display of student work in both languages	*Bilingual Pairs group work *Bilingual Classroom Labels *Students use language of the Day *Students use bilingual resources *Students have access to bilingual Library	*Walkthroughs *Observations *DL Department Observations	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

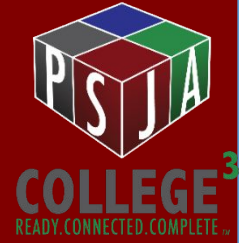
**Action Steps**  
 1) Dual language teachers will attend the all mandated professional development offered by our district.  
 2) Dual language teachers will be encouraged to attend Region 1 professional development.  
 3) Dual language teachers will be encouraged to attend State professional development.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will recruit certified teachers	*Principal *AP's *LIFE Coach *Teachers	*New Teacher Job Fair *State Certification *HR Hiring Process	*Aug. 2023 *Oct. 2023 *Nov. 2023 *Jan. 2024 *March 2024 *April 2024 *June 2024	*Interview process Criteria Review	*HR  *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading/Math	*Teahers knowledgeable in content grade level area *T-Tess Evaluation Process *Reference Checks *Resume	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Effective & Timely -Assistance to students experiencing difficulty-a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps**  
 1) Campus will interview qualified teachers and individuals for current available positions.  
 2) Campus will ensure that all teachers hired are properly certified.



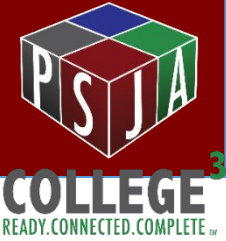
Vida N. Clover Elementary  
Appendix



- Integrated Campus Checklist
- Accountability Report
- Programs List
- SBDM Committee Meeting for Approval of Campus Plan
- Minutes
- Signatures
- Professional Development Plan

# Vida N. Clover Elementary

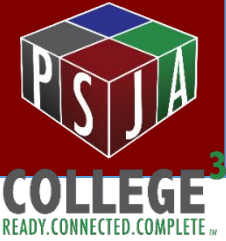
## INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



<u>CIP Criteria</u>	<u>Yes</u>	<u>No</u>	<u>CIP Page #s</u>
1. Was a comprehensive needs assessment of the entire school conducted?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>I. 1-15</u>
2. Did the needs assessment obtain feedback from all the stakeholders?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3. Are the campus plan and the district plan mutually supportive?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4. Does the campus plan contain long-range goals that support the district goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5. Does the campus plan contain annual objectives? (Copy of projection Scores Chart should be included as an appendix.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6. Are the objectives written in measurable terms?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7. Do the objectives address the Academic Excellence Indicators?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8. Are the initiatives, strategies, and activities designed to achieve the campus goals and objectives?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9. Are the needs of special populations addressed, by subgroup, in the plan?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10. Have timelines been established to accomplish the initiatives, strategies, and activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
11. Have resources been allocated to support the initiatives, strategies, and activities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
12. Have persons responsible for leading, coordinating, and completing the tasks been designated?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
13. Is staff dev. to carry out the initiatives, strategies and activities included in the plan?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
14. Does the campus plan include formative evaluations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
15. Does the campus plan include summative evaluations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

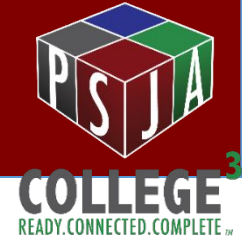
# Vida N. Clover Elementary

## INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST



- Mastery skills: a description of how the school evaluates, in an on-going way, the progress of students who experience difficulty so that interventions can be timely and effective?      √      -      **I. 1-15**
- Strategies for attracting highly qualified staff?      √      -      **VII. 1**
- Strategies to ensure that staff are highly qualified and have the knowledge and teaching skills to enable students to meet the state’s challenging content and performance standards?      √      -      **VII. 1**
- Professional development: activities designed to improve the teaching of academic subjects and enable all students to pass TAKS/SDAA?      √      -      **VII. 1-8**
- Parental involvement: strategies that strengthen both the quality and quantity of parent and family involvement in the school wide program, including development / review of home/school compacts and literacy programs?      √      -      **V. 1**
- Transition of Preschool children: a description of how elementary programs ensure a smooth transition from early childhood programs such as Head Start and Even Start?      √      -      **I. 15**
- Strategies to ensure coordination of federal, state, and local services and programs, and integration with the school wide program?      √      -      **I. 1-15**
- Measures to involve teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the academic achievement of individual students and the overall instructional program?      √      -      **I. 1-15**
- A list of Local, State, and other federal programs that will be coordinated and integrated with the school wide program?      √      -      **Appendix B**

Vida N. Clover Elementary  
**INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST**



- |  |            |   |                         |
|--|------------|---|-------------------------|
| 16. Does the campus plan include strategies for violence prevention and intervention?  | <u>√</u>   | - | <u>I. 1-15</u>          |
| 17. Does the campus plan include higher education admissions/financial aid, TEXAS and Teach for Texas grant programs?                            | <u>n/a</u> | - |                         |
| 18. Does the campus plan identify the number of FTEs (full time equivalents) paid out of State Compensatory Education (SCE) funds?               | <u>n/a</u> | - |                         |
| 19. Does the campus plan identify the amount and use of SCE funds?   | <u>√</u>   | - |                         |
| 20. Was the Campus Performance Objectives Council (CPOC) involved in the planning process for the campus improvement plan?                       | <u>√</u>   | - |                         |
| 21. Did the CPOC approve the campus plan, including staff development?<br>(Copy of meeting agenda and minutes should be included as an appendix) | <u>√</u>   |   | <u>Appendices H,I,J</u> |

# TEXAS ACADEMIC PERFORMANCE REPORT 2023

# Vida N. Clover Elementary ACCOUNTABILITY REPORT 2023



Texas Education Agency  
2022 Accountability Ratings Overall Summary  
VIDA N CLOVER EL (108909125) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

## Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>79</b>	<b>C</b>
<b>Student Achievement</b>		<b>64</b>	<b>Not Rated: Senate Bill 1365</b>
STAAR Performance	37	64	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>82</b>	<b>B</b>
Academic Growth	76	82	<b>B</b>
Relative Performance (Eco Dis: 91.1%)	37	70	<b>C</b>
<b>Closing the Gaps</b>	<b>59</b>	<b>73</b>	<b>C</b>

\* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

## Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

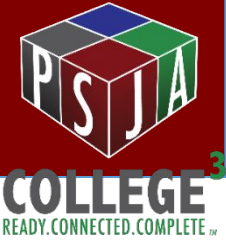
## Distinction Designations

- X ELA/Reading
- X Mathematics
- X Science
- Not Eligible Social Studies
- X Comparative Academic Growth
- X Postsecondary Readiness
- X Comparative Closing the Gaps

Vida N. Clover Elementary  
**PROGRAMS LIST 2023-2024**



September 8, 2023



Vida N. Clover Elementary will have established procedures to continuously provide, promote, maintain, and up-grade personal, professional, technical, and managerial growth opportunities for all personnel.

**Call Meeting to order**

**Review Campus Plan**

**Make revisions**

**Approve/Disapprove Campus Plan**

**Adjourn meeting by Administrator**



**SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN**

**Campus Plan Approval**

**Minutes**

**September 9, 2023**

**Meeting was called to order by \_\_\_\_\_, Principal. Presentation of campus plan was conducted by \_\_\_\_\_ and SBDM members. All issues of concern were addressed. Site Based Decision Making Council members approved the corrections and additions to the Campus Plan and initialed by their name. Any typing errors or corrections will be brought to \_\_\_\_\_. Principal thanked all staff members for their continuous effort and dedication in making our campus plan a better instructional tool that reflects the excellence and success we are experiencing in our campus. Committee was made aware that CIP is a working document.**

**SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN**

**School Administration**

Dr. Kristine Garza, Principal  
Eira Hernandez, Asst. Principal  
Jose Martinez, Counselor  
Lisandra Medina, CLL

**Support Staff**

Maria Briseno, Music  
Leticia Gomez, PE

**Community Member**

**Professionals**

L. Puente-PK 3  
M. Cabrera- PK4  
D. Tijerina - Kinder  
L. Marez- 1<sup>st</sup> Grade  
A. Cavazos- 2<sup>nd</sup> Grade  
C. Garcia- 3<sup>rd</sup> Grade  
H. Pederson-4th Grade  
M. Romero- 5<sup>th</sup> Grade

**SPED**

Leticia Trevino

**Parent**

Teodoro Lemus

Vida N. Clover Elementary

**2023-2024**

**SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN**

Under Review

Vida N. Clover Elementary  
2023-2024  
**PROFESSIONAL DEVELOPMENT PLAN**

Still developing

Vida N. Clover Elementary  
2023-2024  
**PROFESSIONAL DEVELOPMENT PLAN**

**Title I, Part A**

**School wide Components:**

1. A comprehensive needs assessment of the entire school(including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.