



**Campus Improvement Plan
2015-2016
Aida C. Escobar Elementary**

Board Approved:

Mission Statement

The mission at Escobar Elementary School is to provide opportunities to develop the essential academic and social skills that will enable all students to achieve immediate and future success at the Pre-K through 5th grade levels. This will be accomplished by providing a well-rounded curriculum that includes critical thinking, problem solving, and citizenship skills supported by enrichment opportunities. At Escobar we will strive to develop all students' self-esteem and instill positive behavior. We strongly believe that highly qualified teachers and parents working together can improve students' academic achievement, attendance, motivation, self-concept, and positive awareness.

What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A
School wide Components:

- 1. A comprehensive needs assessment of the entire school(including taking into account 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.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2014-15 STAAR Campus Summary Report
2. TPRI, Tejas Lee, C-PALLS+
3. 2014-15 Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from across the our campus were used to review the Special Education data by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) indicators to determine strengths and needs of our Special Education students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In Reading, the achievement gap between Sp. Ed. and All students 2014-2015 is 52%.
- In Mathematics, the achievement gap between Sp. Ed. and All students 2014-2015 is 40%.
- In Writing, the achievement gap between Sp. Ed. and All students 2014-2015 is 75%.
- In Science, the achievement gap between Sp. Ed. and All students 2014-2015 is 77 %.

Personnel Needs:

Escobar Elementary must work closely with the Human Resource Department to ensure that our campus hires highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from our campus were used to review the Special Education data : the Campus Performance Objective Council, State Assessment of Academic Readiness (STAAR) results, and the Performance Based Monitoring Assessment System (PBMAS).

Strengths:

- In STAAR Reading, the passing rate for Sp. Ed. students at Escobar Elementary was 33%, 4 points above the district.*
- In STAAR Math, the passing rate for Sp. Ed. students at Escobar Elementary was 42%, 8 points above the district.*

*STAAR results only include special education students who took the STAAR exam. STAAR A and STAAR Alt 2 are not reflected on this report.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources from our campus were used to review the English Language Learners data results by the Campus Performance Objective Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students.

Needs:

As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between ELL and All students 2014-2015 is 3%.
- In Mathematics, the achievement gap between ELL and all students 2014-2015 is 1%
- In Writing, the achievement gap between ELL and All students 2014-2015 is 3%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 11%.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

Strengths:

On the STAAR exam:

- The Reading passing rate for ELL students at Escobar Elementary was 82%, 29 points above the district.
- The Mathematics passing rate for ELL students at Escobar Elementary was 83%, 29 points above the district.
- The Writing passing rate for ELL students at Escobar Elementary was 72%, 14 points above the district.
- The Science passing rate for ELL students at Escobar Elementary was 66%, 7 points above the district.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across the our campus were used to review the Economically Disadvantaged data by the CPOC: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between Eco Dis and All Students 2014-2015 is 1%.
- In Mathematics, the achievement gap between Eco Dis and All Students 2014-2015 is 1%.
- In Writing, the achievement gap between Eco Dis and All Students 2014-2015 is 1%.
- In Science, the achievement gap between Eco Dis and All Students 2014-2015 is 2%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- The Reading passing rate for Eco. Dis., students at Escobar Elementary was 84%, 22 points above the district.
- The Mathematics passing rate for Eco. Dis., students at Escobar Elementary was 81%, 13 point above the district.
- The Writing passing rate for Eco. Dis., students at Escobar Elementary was 74%, 9 points above the district.
- The Science passing rate for Eco. Dis., students at Escobar Elementary was 75 %, 7 points above the district.
- On Index 3, Closing the Achievement Gap for the Eco. Dis., Escobar Elementary earned a score of 45%, 8 points above the district.

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Hispanics

Needs:

- In Reading, the achievement gap between Hispanics and all students is 1%.
- In Writing, the achievement gap between Hispanics and all students is 1%

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Hispanics

Strengths:

- The Reading passing rate for Hispanic students at Escobar Elementary was 84%, 20 points above the district.
- The Mathematics passing rate for Hispanic students at Escobar Elementary was 82%, 2 points above the district.
- The Writing passing rate for Hispanic students at Escobar Elementary was 74%, 2 points above the district.

Pre-K- CPALS Comprehensive Needs Assessment

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> • Listening • Words in a sentence • Rapid Vocabulary 	<ul style="list-style-type: none"> • Syllabication • Rapid Vocabulary • Rhyming 2 	<ul style="list-style-type: none"> • Syllabication • Rapid Vocabulary
2	Index 2: Student Progress	<ul style="list-style-type: none"> • Words in a sentence • Alliteration • Rhyming 1 	<ul style="list-style-type: none"> • Listening • Rapid Vocabulary • Rapid Letter • Syllabication 	<ul style="list-style-type: none"> • Rapid Letter • Rhyming 2
3	Index 3: Closing the Achievement Gap			
4	Index 4: Post Secondary Readiness	<ul style="list-style-type: none"> • Listening • Words in a sentence • Rapid Letter 	<ul style="list-style-type: none"> • Rapid Vocabulary • Rhyming 2 • Syllabication 	<ul style="list-style-type: none"> • Rhyming 2 • Syllabication

Pre-K- CPALS Comprehensive Needs Assessment

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> •Neighborhood schools •New buildings/renovations •Communication in both English and Spanish •Elementary parent involvement is high •Parent Liaison District level and campus •Parent Centers •Business Partnerships •IHE Partnerships 	<ul style="list-style-type: none"> •Secondary parent involvement is low •Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> •Create opportunities for parents to receive postsecondary training/education •Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> •Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> •Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> •Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> •Good student attendance •Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline •Collaborative Learning Communities with common planning periods •Customer Service •College for All Culture 	<ul style="list-style-type: none"> •Decrease in student enrollment 	<ul style="list-style-type: none"> •Build public relations •Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> •Highly Qualified Staff •New Teacher Academy •McRell Evaluation Tool 		

Kinder Comprehensive Needs Assessment - TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> • Blending word parts • Letter name identification • Letter Sound linking 	<ul style="list-style-type: none"> • Rhyming • Deleting Initial Sounds • Deleting Final Sounds 	<ul style="list-style-type: none"> • Deleting Initial Sounds • Deleting Final Sounds
2	Index 2: Student Progress	<ul style="list-style-type: none"> • Deleting Initial Sounds • Deleting Final Sounds 	<ul style="list-style-type: none"> • Rhyming • Blending Word Parts • Letter Sound Linking 	<ul style="list-style-type: none"> • Rhyming • Blending word parts
3	Index 3: Closing the Achievement Gap			
4	Index 4: Post Secondary Readiness	<ul style="list-style-type: none"> • Blending word parts • Blending Phonemes • Letter sound Linking 	<ul style="list-style-type: none"> • Blending Phonemes 	<ul style="list-style-type: none"> • Blending Phonemes

Kinder Comprehensive Needs Assessment - TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> •Neighborhood schools •New buildings/renovations •Communication in both English and Spanish •Elementary parent involvement is high •Parent Liaison District level and campus •Parent Centers •Business Partnerships •IHE Partnerships 	<ul style="list-style-type: none"> •Secondary parent involvement is low •Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> •Create opportunities for parents to receive postsecondary training/education •Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> •Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> •Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> •Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> •Good student attendance •Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline •Collaborative Learning Communities with common planning periods •Customer Service •College for All Culture 	<ul style="list-style-type: none"> •Decrease in student enrollment 	<ul style="list-style-type: none"> •Build public relations •Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> •Highly Qualified Staff •New Teacher Academy •McRell Evaluation Tool 		18

Kinder Comprehensive Needs Assessment - Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> • Identificación de las letras • Unión de los sonidos • Reconocimiento de las palabras 	<ul style="list-style-type: none"> • Conocimiento de rimas • Unión de las sílabas • Identificación del sonido inicial 	<ul style="list-style-type: none"> • Rimass • Identificación del sonido inicial
2	Index 2: Student Progress	<ul style="list-style-type: none"> • Unión de los sonidos • reconocimiento de palabras 	<ul style="list-style-type: none"> • Unión de las sílabas • Conocimiento de sonidos • Identificación del sonido inicial 	<ul style="list-style-type: none"> • Conocimiento de los Sonidos • Unión de las sílabas
3	Index 3: Closing the Achievement Gap			
4	Index 4: Post Secondary Readiness	<ul style="list-style-type: none"> • Unión y segmentación de sílabas • Identificación de sonido inicial • Unión de los sonidos 	<ul style="list-style-type: none"> • Conocimiento de rimas 	<ul style="list-style-type: none"> • Conocimiento de los Sonidos • Conocimiento de rimas

Kinder Comprehensive Needs Assessment - Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> •Neighborhood schools •New buildings/renovations •Communication in both English and Spanish •Elementary parent involvement is high •Parent Liaison District level and campus •Parent Centers •Business Parternships •IHE Partnerships 	<ul style="list-style-type: none"> •Secondary parent involvement is low •Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> •Create oppourtunities for parents to receive postsecondary training/education •Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> •Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> •Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> •Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> •Good student attendance •Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline •Collaborative Learning Communities with common planning periods •Customer Service •College for All Culture 	<ul style="list-style-type: none"> •Decrease in student enrollment 	<ul style="list-style-type: none"> •Build public relations •Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> •Highly Qualified Staff •New Teacher Academy •McRell Evaluation Tool 		

1st Grade Comprehensive Needs Assessment -TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> • Blending Word Parts • Word Reading set 2 • Word Reading set 3 	<ul style="list-style-type: none"> • Middle Vowels • Initial Blends • Final Blends 	<ul style="list-style-type: none"> • Initial Blends • Final Blends
2	Index 2: Student Progress	<ul style="list-style-type: none"> • Final Blends • Word Reading set 2 • Word Reading set 3 	<ul style="list-style-type: none"> • Blending Word Parts • Initial Consonants • Middle Vowels 	<ul style="list-style-type: none"> • Initial Consonants • Middle Vowels
3	Index 3: Closing the Achievement Gap			
4	Index 4: Post Secondary Readiness	<ul style="list-style-type: none"> • blending Phonemes • Initial Consonants • Words Reading Set 1 	<ul style="list-style-type: none"> • Deleting Final Sounds • Deleting Initial Sounds • Final Blends <hr/> <ul style="list-style-type: none"> • Initial Blends 	<ul style="list-style-type: none"> • Initial Blends • Final Blends

1st Grade Comprehensive Needs Assessment -TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> •Neighborhood schools •New buildings/renovations •Communication in both English and Spanish •Elementary parent involvement is high •Parent Liaison District level and campus •Parent Centers •Business Partnerships •IHE Partnerships 	<ul style="list-style-type: none"> •Secondary parent involvement is low •Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> •Create opportunities for parents to receive postsecondary training/education •Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> •Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> •Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> •Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> •Good student attendance •Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline •Collaborative Learning Communities with common planning periods •Customer Service •College for All Culture 	<ul style="list-style-type: none"> •Decrease in student enrollment 	<ul style="list-style-type: none"> •Build public relations •Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> •Highly Qualified Staff •New Teacher Academy •McRell Evaluation Tool 		

1st Grade Comprehensive Needs Assessment -Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> • Dictado • Reconocimiento de las palabras • Union y segmentacion de los soni 	<ul style="list-style-type: none"> • Omision del sonido inicial y final • Identificacion del sonido inicial y final 	<ul style="list-style-type: none"> • Omision del sonido inicial y final
2	Index 2: Student Progress	<ul style="list-style-type: none"> • Omision del sonido inicial y final • Union y segmentacion de los soni 	<ul style="list-style-type: none"> • Identificacion del sonido inicial y final • Reconocimiento de las palabras 	<ul style="list-style-type: none"> • Identificacion del sonido inicial y final
3	Index 3: Closing the Achievement Gap			
4	Index 4: Post Secondary Readiness	<ul style="list-style-type: none"> • Identificacion del sonido inicial y final Union y segmentacion de los sonidos 	<ul style="list-style-type: none"> • Omision del sonido inicial y final • Dictado 	<ul style="list-style-type: none"> • Dictado

1st Grade Comprehensive Needs Assessment -Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> •Neighborhood schools •New buildings/renovations •Communication in both English and Spanish •Elementary parent involvement is high •Parent Liaison District level and campus •Parent Centers •Business Partnerships •IHE Partnerships 	<ul style="list-style-type: none"> •Secondary parent involvement is low •Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> •Create opportunities for parents to receive postsecondary training/education •Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> •Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> •Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> •Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> •Good student attendance •Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline •Collaborative Learning Communities with common planning periods •Customer Service •College for All Culture 	<ul style="list-style-type: none"> •Decrease in student enrollment 	<ul style="list-style-type: none"> •Build public relations •Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> •Highly Qualified Staff •New Teacher Academy •McRell Evaluation Tool 		

2nd Grade Comprehensive Needs Assessment -TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> • Spelling set 1 • Word Reading set 1 • Word Reading set 2 	<ul style="list-style-type: none"> • Spelling set 2 • Spelling set 3 • Spelling set 4 	<ul style="list-style-type: none"> • Spelling set 2 • Spelling set 4
		<ul style="list-style-type: none"> • Word Reading Set 3 		
2	Index 2: Student Progress	<ul style="list-style-type: none"> • Spelling set 1 • Spelling set 2 • Spelling set 3 • Word Reading set 2 	<ul style="list-style-type: none"> • Word Reading Set 1 • Word Reading Set 3 • Word Reading set 4 	<ul style="list-style-type: none"> • Word Reading Set 3 • Word Reading set 4
3	Index 3: Closing the Achievement Gap			
4	Index 4: Post Secondary Readiness	<ul style="list-style-type: none"> • Word Reading set 1 • Word Reading set 2 	<ul style="list-style-type: none"> • Word Reading set 4 • Spelling set 2 • Spelling set 4 	<ul style="list-style-type: none"> • Word Reading set 4 • Spelling set 4
		<ul style="list-style-type: none"> • Word Reading Set 3 		

2nd Grade Comprehensive Needs Assessment -TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> •Neighborhood schools •New buildings/renovations •Communication in both English and Spanish •Elementary parent involvement is high •Parent Liaison District level and campus •Parent Centers •Business Partnernships •IHE Partnerships 	<ul style="list-style-type: none"> •Secondary parent involvement is low •Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> •Create opportunities for parents to receive postsecondary training/education •Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> •Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> •Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> •Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> •Good student attendance •Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline •Collaborative Learning Communities with common planning periods •Customer Service •College for All Culture 	<ul style="list-style-type: none"> •Decrease in student enrollment 	<ul style="list-style-type: none"> •Build public relations •Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> •Highly Qualified Staff •New Teacher Academy •McRell Evaluation Tool 		

2nd Comprehensive Needs Assessment -Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> • Reconocimiento de palabras • Cuento 1-Lectura • Cuento 2-Lectura • Cuento 2-Compresion 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Dictado • Cuento 1-compresion 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Dictado
2	Index 2: Student Progress	<ul style="list-style-type: none"> • Reconocimiento de palabras • Cuento 1-Lectura • Cuento 2-Lectura • Cuento 2-Compresion 	<ul style="list-style-type: none"> • Dictado • Average WPM (Fluency) • Cuento 1-compresion 	<ul style="list-style-type: none"> • Dictado
3	Index 3: Closing the Achievement Gap			
4	Index 4: Post Secondary Readiness	<ul style="list-style-type: none"> • Reconocimiento de palabras • Cuento 1-Lectura • Cuento 2-Lectura • Cuento 2-Compresion 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Dictado • Cuento 1-compresion 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Dictado

2nd Comprehensive Needs Assessment -Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> •Neighborhood schools •New buildings/renovations •Communication in both English and Spanish •Elementary parent involvement is high •Parent Liaison District level and campus •Parent Centers •Business Partnerships •IHE Partnerships 	<ul style="list-style-type: none"> •Secondary parent involvement is low •Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> •Create opportunities for parents to receive postsecondary training/education •Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> •Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> •Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> •Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> •Good student attendance •Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline •Collaborative Learning Communities with common planning periods •Customer Service •College for All Culture 	<ul style="list-style-type: none"> •Decrease in student enrollment 	<ul style="list-style-type: none"> •Build public relations •Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> •Highly Qualified Staff •New Teacher Academy •McRell Evaluation Tool 		

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Index 1: Student Achievement	<ul style="list-style-type: none"> 3rd Grade Reading 3rd Grade Mathematics 4th Grade Reading 4th Grade Mathematics 5th Grade Reading 5th Grade Mathematics <p>Mastery 76% or Higher</p>	<ul style="list-style-type: none"> 4th Grade Writing 5th Grade Science <p>Mastery 75% or Lower</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> 4th Grade Writing 5th Grade Science <p>SMART Goal: 78% or Higher</p>
2	Index 2: Student Progress	Escobar Elementary exceeded the district's target for Index 2 of 18% with 57% meeting or exceeding the progress measure.	<ul style="list-style-type: none"> 25% of our students did not meet or exceed progress measure. 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2014-15 in Writing and Science
3	Index 3: Closing the Achievement Gap	<p>Escobar Elementary:</p> <p>Reading: Phase In / Satisfactory 84% Advanced 19%</p> <p>Writing: Phase In / Satisfactory 74% Advanced 11%</p> <p>Science: Phase In / Satisfactory 75% Advanced 8%</p>	<ul style="list-style-type: none"> Increase the percent of Economic Disadvantaged students in Science by 2 % 	Economic Disadvantaged students will receive additional support and intensive interventions in Science.
4	Index 4: Post Secondary Readiness	Escobar Elementary exceeded the district's Index 4 target score of 12 by 24 points.	<ul style="list-style-type: none"> Increase the percent of students meeting level 2-Final Recommendation by 2%. 	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their grade level. Assess and m Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Open House • Meet the Teacher Night • Volunteer Program • Evening Programs • McTeacher Night • Academic Night • Literacy Evening 	<ul style="list-style-type: none"> • Increase attendance of Parent Orientation SSI • Partner with high school and middle schools to engage students in the community. 	<ul style="list-style-type: none"> • Increase attendance of Parent Orientation SSI • Partner with high school and middle schools to engage students in the community.
6	Technology	<ul style="list-style-type: none"> • Librarian provides technology resource to facilitate reading development • Computer assisted instruction in computer labs and classroom setting. • Teachers dedicate at least 30 min a week for technology instruction. 	<ul style="list-style-type: none"> • Provide physical resource support for instructional staff 	<ul style="list-style-type: none"> • Provide physical resource support for instructional staff
7	School Culture and Climate	<ul style="list-style-type: none"> • Training for faculty and staff on student sexual abuse and neglect, bullying and suicide. • Training on multi-tiered systems of support for behavior MTSS-B 	<ul style="list-style-type: none"> • Improve the management, attendance education and care of children with asthma 	<ul style="list-style-type: none"> • Improve the management, attendance education and care of children with asthma
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Recruit highly qualified staff by attending job fairs • Hire university students that have demonstrated excellence in the classroom. 		

CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	863	439	424	46	453	2	1	25	11	789	39	0
Percent	100	50	49	5	52	.002	.001	.029	1	91	4	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	863	837	13	0	11	0
Percent	100	96	1	0	1	2

CAMPUS DEMOGRAPHICS



Total Enrollment – 863

Total Number of Classrooms-41

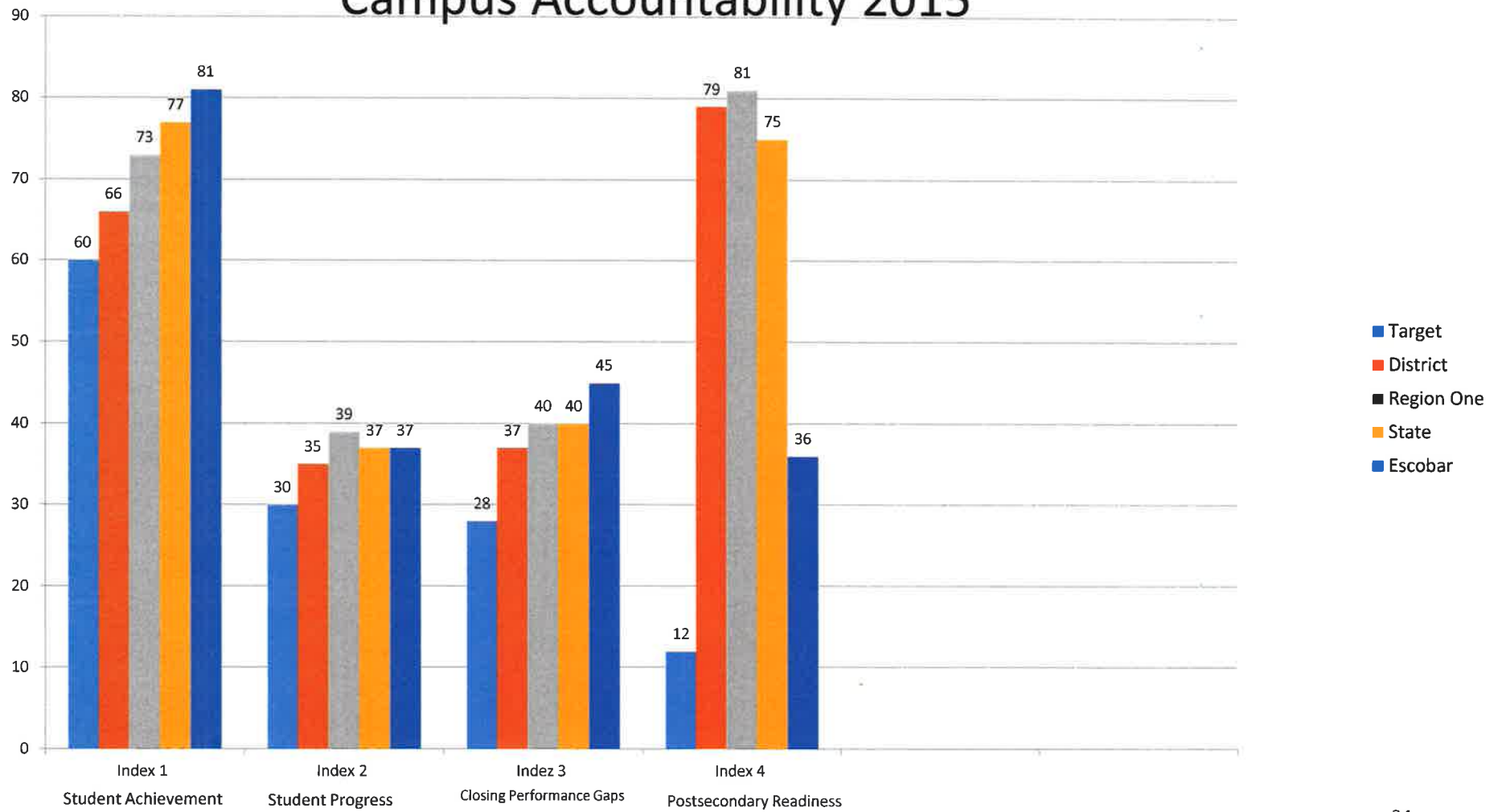
Percent	Escobar	PSJA ISD
Hispanic	96%	98.89%
Economically Disadvantaged	91%	89.00%
ELL	52%	41.04%

Student Achievement Summary 2015



	Performance Target 2015	State	Region 1	PSJAISD	Escobar	Goals 2016
Index 1 Student Performance	60	77	73	66	81	83
Index 2 Progress Measure	30	37	39	35	37	39
Index 3 Closing the Gap	28	40	40	37	45	47
Index 4 Postsecondary Readiness	12	75	81	79	36	38

Campus Accountability 2015



Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Escobar	Goals 2016
Reading	60	77	71	64	85	87
Math	60	81	79	70	82	87
Writing	60	72	71	66	75	77
Science	60	78	75	70	77	78

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Escobar	Goals 2016
Reading	60	62	59	53	82	84
Math	60	65	64	54	83	84
Writing	60	60	62	58	72	73
Science	60	61	60	59	66	69

Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Escobar	Goals 2016
Reading	60	43	37	29	33	35
Math	60	45	46	34	42	44
Writing	60	29	22	14	NA	40
Science	60	47	46	47	NA	40

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Escobar	Goals 2016
Reading	60	70	69	62	84	85
Math	60	75	77	68	81	84
Writing	60	63	69	65	74	75
Science	60	71	73	68	75	76

Student Achievement Summary 2015




Hispanic Performance Rates	Performance Target 2015	PSJAISD	Escobar	Goals 2016
Reading	60	64	84	86
Math	60	80	82	84
Writing	60	72	74	76
Science	60	79	77	79

State System Safeguards 2015



Campus 2015 Results Level 2 Phase 1	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
	Reading	85		84	73					84		82
Writing	75		74						74		72	
Science	77		77						75		66	
Percent of Eligible Measures Met												100%

 Indicates Did Not Meet Minimum Size Requirement
66% = Met 20 indicators out of 30

SYSTEM SAFEGUARDS 2015



	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						Y	Y	Y	4	4	
Writing	Y		Y						Y	Y	Y	4	4	
Science	Y		Y						Y	Y	Y	4	4	
Total												12	12	100%

2015-2016 Campus Goals

- The following charts do not reflect the State Accountability results because they include campus data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-5, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-5 were excluded.
- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.

2015-2016 Campus Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	48	87	89
Phase in 2 Level II	57	80	82
Final Recommended	74	62	64
Adv. Level III	89	49	51

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	48	83	85
Phase in 2 Level II	56	71	73
Final Recommended	73	54	56
Adv. Level III	83	49	45

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	46	91	93
Phase in 2 Level II	54	82	84
Final Recommended	72	63	65
Adv. Level III	86	51	53

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Campus Goals



3 rd Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	50	85	87
Phase in 2 Level II	58	80	82
Final Recommended	75	68	70
Adv. Level III	85	57	59

4th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	76	78
Phase in 2 Level II	59	63	65
Final Recommended	75	45	47
Adv. Level III	86	39	41

5 th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	54	82	84
Phase in 2 Level II	63	70	72
Final Recommended	78	50	52
Adv. Level III	87	38	40

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Campus Goals



4th Grade Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	52	74	76
Phase in 2 Level II	59	70	72
Final Recommended	70	58	60
Level III Adv.	84	41	42

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Campus Goals



5 th Grade Science			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 1 Level II	59	75	80
Phase in 2 Level II	66	56	60
Final Recommended	80	31	35
Adv. Level III	91	7	10

These

charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2015-2016 Campus Goals

- Goal 1-Index 1:Student Achievement
- Goal 2-Index 2:Student Progress
- Goal 3-Index 3:Closing the Achievement Gap
- Goal 4-Index 4: Post Secondary Readiness
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

Campus Goal 1: Improve Student Academic Achievement (Index 1)							
Objective 1: Curriculum will be vertically and horizontally aligned in 2015-2016 in all grade levels and content areas.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<u>READING- ALL STUDENTS</u> Implement a research based, TEKS aligned reading curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Provide intervention in small group instruction for all students	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Make available extended school year instruction for eligible students	Principal (Mrs. E. Nava) AP (Mrs. N. Layton)	Local Funds, Title 1 Funds	June 2016 – July 2016	Lesson Plans Attendance	Student achievement gains	Weekly and STAAR Assessment	Title 1 - #2, 3, 9
Utilize the TEKS to guide instruction and prepare for STAAR.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1, 3

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Curriculum will be vertically and horizontally aligned in 2015-2016 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Daily review of Phonemic Awareness, Word Attack Strategies, Fluency <ul style="list-style-type: none"> • Echo • Choral • Pair Word Families,	Highly Qualified Teachers Teacher Assistants	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Progress Monitoring /Intervention Lesson Plans Attendance Action Plan	Student achievement gains Fluency Charts Running Records	TPRI Circle DRA	Title 1 - #1, 2, 3
<u>MATH –ALL STUDENTS</u> Implement a research based, TEKS aligned math curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Provide intervention in small group instruction for all students	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Make available extended school year instruction for eligible students	Principal (Mrs. E. Nava) AP (Mrs. N. Layton)	Local Funds, Title 1 Funds	June 2016 – July 2016	Lesson Plans Attendance	Student achievement gains	Weekly and STAAR Assessment	Title 1 - #2, 3, 9

<ul style="list-style-type: none"> Campus Goal 1: Improve Student Academic Achievement (Index 1) 							
<ul style="list-style-type: none"> Objective 1: Curriculum will be vertically and horizontally aligned in 2015-2016 in all grade levels and content areas. 							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<u>MATH –ALL STUDENTS</u> Utilize the TEKS to guide instruction and prepare for STAAR.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
Number Fluency <ul style="list-style-type: none"> calendar math sequence of numbers ordering numbers basic facts with automaticity 	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan Tutoring plans	Mastery of Math TEKS	Daily/Weekly assessments	Title 1-#1, 3, 9
<u>Writing –ALL STUDENTS</u> Implement a research based, TEKS aligned writing curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Provide intervention in small group instruction for all students	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Curriculum will be vertically and horizontally aligned in 2015-2016 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Writing –ALL STUDENTS Implement the following writing strategies</p> <ul style="list-style-type: none"> • Bill McDonald Writing Strategies • Gretchen Bernabi Writing strategies • Lucy Calkins Writing Strategies • Daily Journal Writing • Probe Writing • Guided Writing • Open-ended prompt • Interactive Writing • Under scribing • Write from the Beginning • Lucy Caulkins Writing Strategies • Daily Journal Writing • Probe Writing • Guided Writing • Open-ended prompt • Interactive Writing • Under scribing • Write from the Beginning • Lucy Caulkins Writing Strategies • Daily Journal Writing • Probe Writing • Guided Writing • Open-ended Prompt 	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #1, 2, 3, 5, 9

<ul style="list-style-type: none"> Campus Goal 1: Improve Student Academic Achievement (Index 1) 							
<ul style="list-style-type: none"> Objective 1: Curriculum will be vertically and horizontally aligned in 2015-2016 in all grade levels and content areas. 							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<u>Writing –ALL STUDENTS</u> <ul style="list-style-type: none"> Interactive Under scribing Write from the Beginning Lucy Caulkins 	Highly Qualified Teachers	Local Funds Title 1 Funds	Aug. 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1 - #1,2,3,4,9
<u>Science –ALL STUDENTS</u> Implement a research based, TEKS aligned science curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Provide intervention in small group instruction for all students	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Utilize the TEKS to guide instruction and prepare for STAAR.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
Provide hands on lab experiments (science lab)	Highly Qualified Science Lab Teacher	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3

Campus Goal 1: Improve Student Academic Achievement (Index 1)							
Objective 1: Curriculum will be vertically and horizontally aligned in 2015-2016 in all grade levels and content areas.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<u>Science –ALL STUDENTS</u> Provide digital science lab experiments (Living with Science Software)	Highly Qualified Science Lab Manager	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Science Data Reports	Benchmark scores, Student achievement gains	Daily/Weekly assessments	Title 1-#1, 2
Implement C.H.I.A strategy	Highly Qualified Science Lab Teacher	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan	Benchmark scores, Student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
<u>Social Studies–ALL STUDENTS</u> Implement a research based, TEKS aligned science curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans	Student achievement gains	Weekly Assessments	Title 1- #2, 3, 5
Research Centers <ul style="list-style-type: none"> • Maps and Globes • Historical Literature • Biographies • Community Roles • Current Events 	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans	Student achievement gains	Weekly Assessments, Rubrics	Title 1- #2, 3, 5

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress including all sub-populations toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Curriculum Based Assessments will be administered to all students including all sub population in the areas of Reading, Math, Writing and Science.</p> <ul style="list-style-type: none"> • Weekly • A.R. Tests • CBAs (Six Weeks) • Benchmarks (Semester) • STAAR (Yearly) • TELPAS • TPRI/TEJAS LEE (B.O.Y., M.O.Y., E.O.Y.) • DRA/EDL 	<p>Principal (Mrs. E. Nava) AP (Mrs. N. Layton) Highly Qualified Teachers</p>	<p>Local Funds, Title 1 Funds</p>	<p>August 2015 - May 2016</p>	<p>Results of assessments</p>	<p>Achievement of Student Gains</p>	<ul style="list-style-type: none"> • Weekly • A.R. Tests • CBAs (Six Weeks) • Benchmarks (Semester) • STAAR (Yearly) • TELPAS • TPRI/TEJAS LEE (B.O.Y., M.O.Y., E.O.Y.) • DRA/EDL 	<p>Title 1 - #1, 3</p>

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 3: Purchase research based resources/materials aligned to the curriculum that will be implemented to monitor student progress and provide tutoring / intervention to all students in all content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Purchase Supplemental Research Based Resources/Materials for all content areas (Reading, Math, Writing, Science and Social Studies) <ul style="list-style-type: none"> • Will Books • Rigby Books • Worldly Words • Curriculum Associates/ • STAAR Ready • Measuring Up • Forde Ferrier • Mentoring Minds • Examgen • STAAR Master • Kamico 	Principal (Mrs. E. Nava) AP (Mrs. N. Layton)	Local Funds, Title 1 Funds	August 2015 - May 2016	Results of assessments	Achievement of Student Gains		Title 1 - #1, 2, 9
Provide tutoring / intervention to all students as needed in all content areas. (Reading, Math Writing, and Science) <ul style="list-style-type: none"> • Pay teachers to tutor students 	Principal- Mrs. E. Nava AP- Mrs. N. Layton Teachers	Title 1 Funds Local Funds	Sept. 2015-May 2016	Tutoring Attendance Forms	Achievement of student gains	Weekly Asses. CBAs BMs STAAR	Title 1-# 2, 3, 9

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 4: Professional development specific to the state assessed curriculum will be provided for all campus stakeholders.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal (Mrs. E. Nava) AP (Mrs. N. Layton)	Local Funds	August 2015 - July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Teaching staff will be trained on how to unpack the TEKS for all grade levels and content areas.	Principal (Mrs. E. Nava) AP (Mrs. N. Layton)	Local Funds 199	August 2015 - July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Collaborative Learning Communities [CLCs] will be scheduled 2-3X weekly in elementary schools for unpacking the TEKS and lesson plan collaboration	Principal (Mrs. E. Nava) AP (Mrs. N. Layton) Highly Qualified Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8

Campus Goal 1: Improve Student Academic Achievement (Index 1)

Objective 1: Curriculum will be vertically and horizontally aligned in 2015-2016 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Teaching staff will be trained on how to use the DMAC Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Principal (Mrs. E. Nava) AP (Mrs. N. Layton) Highly Qualified Teachers	Local Funds	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Principal (Mrs. E. Nava) AP (Mrs. N. Layton) Highly Qualified Teachers	Title 1, Local Funds 199	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Teachers will receive training in the areas of, Reading, Math, Writing and Science by the following consultants: <ul style="list-style-type: none"> • DMR Consultants • Sharon Wells • Bill McDonald • Gretchen Bernabi • Lead4ward • Dual Language Training • District Coordinators • District CIF Coaches • Campus CIF Coach • Dr. Alice Bolt 	Consultants District Coordinators District & Campus CIF Coach	Title 1, Local Funds 199	August 2015 - July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8

Campus Goal 2 Improve Student Progress in Reading and Math For ALL Students, ELL, Hispanic and Special Education Students (Index 2)

Objective 1: Reading, Writing & Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><u>Math, Reading, Writing – ELL, Hispanic, Special Education</u></p> <ul style="list-style-type: none"> • Conceptual Refinement • Specialized vocabulary enrichment • word walls • visual aids • Frayer Model • Thinking Maps • Anchor Charts • In class Support • Visual Schedule • Manipulatives • Bilingual Pairs • CIF strategies • ELPS • Story/Selection Maps • Reflective Journal Writing 	<p>Highly Qualified Teachers</p>	<p>Title 1 211, Local Funds 199, Bilingual Funds</p>	<p>August 2015- May 2016</p>	<p>Lesson Plans Walk Through McRel Evaluations</p>	<p>Increased Student Progress for all students to include ELL, Hispanic and Special Education population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS, Weekly Assessments</p>	<p>Title 1 - #3, 4, 8</p>

Campus Goal 3: Close the student achievement gap among Economic Disadvantage, Hispanic and Special Education populations. (Index 3)

Objective 1: Decrease the student achievement gap among all Economic Disadvantage, Hispanic and Special Education populations.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>1. Include supplemental aids, ELPs strategies in Reading, Math, Writing and Science to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> • Dictionaries • Nonlinguistic Representation Activities • Frayer model • Interactive Word Walls • Thinking Maps • Graphic Organizers • iStation • Lexia • Think through Math • TPRI/Tejas LEE Intervention Strategies • Inclusion/Resource • Self-Contained • Activity Folds • Content & Reflective Journals • Story & Selection Maps 	<p>Principal (Mrs. E. Nava) AP (Mrs. N. Layton) Highly Qualified Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>August 2015 - May 2016</p>	<p>Strategies embedded in the campus lesson plans.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBA's, BM's, STAAR, TELPAS, STAAR ALT, STAAR A</p>	<p>Title 1 #2, 3, 9</p>

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide training for all staff members on TEKS analysis to determine depth and complexity of each student expectation.	Principal (Mrs. E. Nava) A.P. (Mrs. N. Layton)	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II F.R. Phase on STAAR	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT, STAAR L	Title 1 - #2, 3, 4, 8
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal (Mrs. E. Nava) A.P. (Mrs. N. Layton)	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT, STAAR L	Title 1 - - #2, 3, 4, 8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Highly Qualified Teachers	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT, STAAR L	Title 1 - - #2, 3, 4, 8

Campus Goal 5: Family and Community Involvement

Objective 1: Provide opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Parent meetings geared toward knowledge of standardized testing Host an Open House Meet the Teacher Night	Principal-Mrs. E. Nava Assistant Principal-Mrs. N. Layton Counselor-Mr. G. Olvera Parent Educator-Ms. Rosie Espinoza	Local Funds, Title I Funds	August 2015-May 2016	Sign-in Sheets Progress Reports Telephone Logs	Parent Surveys Increased Parental Involvement	TPRI/Tejas Lee M-Class STAAR Parent Meetings Attendance Monthly Activity Reports	Title I- #4, #6
Parent Orientations SSI	Principal-Mrs. E. Nava Assistant Principal-Mrs. N. Layton Counselor-Mr. G. Olvera Parent Educator-Ms. Rosie Espinoza	Title I Funds	August 2015-May 2016	Sign-in Sheets,	Parent Surveys		Title I- #4, #6

Campus Goal 5: Family and Community Involvement

Objective 2: Offer tutoring programs that support students taking assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Inform parents about after school tutoring programs @ Good Samaritan	Parent educator- Rosie Espinosa Teachers		May 2016	Flyers, Brochures			

Campus Goal 5: Family and Community Involvement

Objective 3: Provide opportunities for students to participate in community service

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide opportunities for parents/students to participate in community activities (Kinder-5 th).	Music Teacher-Mr. Vallejo Teachers		May 2016	Volunteer sign-in	Tally of Volunteer hours		
Partner with High School and Middle School to engage students in the community	Cheer Sponsor-Rachel Guerra Counselor-Mr. G. Olvera Principal-Mrs. E Nava	Local Funds, Title I Funds Staff Donations	May 2016	Registration forms, Projects Participation Forms	Permission Slips Participation		Title I- #9

Campus Goal 6: Technology -The campus will implement and update a comprehensive plan for meeting student learning needs through technology.

Objective 1: Provide on going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide physical support for instructional staff .	CIT- Ms. Paniagua	Software, hardware, and professional development	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology . Increase in the number of participant in technology trainings . Results of Technology Integration Surveys . Increase in the number of students using technology .	Increased teacher knowledge and proficiency in software use.		
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology.	Information Technology Integration Specialist- Senyda Elizondo Technology Director- Danny Saenz Principal- Mrs. E Nava Campus Instructional Technologists –Ms. P Paniagua	Software, hardware, and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	More technology projects in core classes.	Instructional Technology Department reviews.	

Campus Goal 6: Technology

Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
The school librarian will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Librarian-Mrs. M. Robles	Accelerated Reader Software	2015-2016	AR reports from campus	Improved scores in reading	Increase in the participation and scores on the AR program	Title I- #1, #2, #6
The school librarian will provide information of online library/research resources (Destiny Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Librarian-Mrs. M. Robles Teachers	Destiny Software, Tumble Books Capstone	2015-2016	usage reports from the AR system.	Increase in the number of students using the AR system.	Review of AR Reports	Title I- #1, #2, #6

Campus Goal 6: Technology

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Integrate technology essential knowledge and skills (TEKS) at the K-5 level in the computer lab and in the classroom.	Teachers	Core content curriculum resources. Learning.com resources. iStation State guidelines for required technology courses.	This is an ongoing process.	Time lines for core curriculum areas Scope and sequence for core curriculum areas Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the campus course offerings and alignment with state course requirements.	Title I- #1, #2, #6

Campus Goal 6: Technology

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Support computer assisted instruction in computer labs and classroom settings.	Campus Lab Manager- Ms. D. Borjas Sci. Lab manager Mrs. M. Martinez Teachers	Learning.com iStation Think Through Math Living with Science	Ongoing. This is a regular service that is provided to our campus	SME usage reports. Learning.com, iStation, Think Through Math, Living with Science	Increase in student achievement (raise STAAR scores).	Usage Reports	Title I- #2
Teachers dedicate at least 30 minutes a week for Technology TEKS instruction (learning.com)	Principal-Mrs. E. Nava Campus Lab Manager- Ms. D. Borjas Teachers	Learning.com, Instructional Technology Labs	2015-2016	LAB usage logs	-		Title I- #2

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 1: Apply discipline protocols consistently and fairly throughout the campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Training for teachers on student referral protocols, de-escalation and restorative practices	Principal-Mrs. E. Nava Counselor- Mr. G. Olvera	Local Funds	August 2015- May 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Principal-Mrs. E. Nava Asst. Principal-Mrs. N. Layton Counselor-Mr. G. Olvera	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10
Training on Multi-tiered Systems Of Support For Behavior MTSS-B	Principal-Mrs. E. Nava Asst. Principal-Mrs. N. Layton	Local Funds	August 2015- June 2016	MTSS-B Matrixes	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yields increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Assist teachers with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Director of Health Services-Sulema Flores -Nursing Staff	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2015- May 2016	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff , with an asthmatic child is notified about asthma symptoms, triggers and resources	-Director of Health Services -Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers -Rio Grande Regional Host Asthma and Diabetic screening	August 2015- May 2016	Created a hotspot map (asthma action plan) of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yields increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff	PSJA LPC Health Services	August 2014- June 2015	Counseling sessions	Less Bullying Incidents	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2014- June 2015	Nurses conduct impairment assessment as needed.	Emergencies are taken care of in a timely manner.	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
-Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	-Director of Health Services- Sulema Flores -Nursing Staff	-Texas Tropical -Behavioral Centers -Police Departments	August 2015- May 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for violent or emotional behavior.	Side by side data analysis	Title 1--#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff	-Athletic Department LPC-Dr. N. Ramos Behavior Strategist-Ana Martinez	August 2015- June 2016	Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. 	<ul style="list-style-type: none"> -Director of Health Services-Sulema Flores -Nursing Staff Parent Educator- Rosie Espinoza 	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic Parent Educator 	<p>August 2015- June 2016</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 3: Provide training for all staff on creating a safe school culture and climate.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Conducting weekly security/safety audits of all classrooms.	Security and Safety Department	Local Funds	August 2015- May 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
MTSS-B in place throughout campus	Principal-Mrs. E. Nava Asst. Principal-Mrs. N. Layton Counselor-Mr. G. Olvera Teachers Support Staff	Local Funds	August 2015- May 2016	MTSS-B Matrix	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown and fire drill procedures	Principal-Mrs. E. Nava Asst. Principal-Mrs. N. Layton Counselor-Mr. G. Olvera	Local Funds	August 2015- May 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 4: Monitor school attendance initiatives to ensure student academic success.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal: Mrs. Nava Assistant: Mrs. Layton Counselor: Mr. Olvera	Local Funds	August 2015- June 2016	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal: Mrs. Nava Assistant: Mrs. Layton Counselor: Mr. Olvera	Local Funds	August 2015- June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 4: Monitor school attendance initiatives to ensure student academic success.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Review attendance <ul style="list-style-type: none"> • School messenger • Staff calls parents on a daily basis 	PEIMS Clerk-Lydia Cavazos Counselor- Mr. G. Olvera	Local Funds	August 2015- May 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report On pointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through campus personnel to ensure student academic success.	Counselor- Mr. G. Olvera Teachers	Local Funds	August 2015-May 2016	School Community Liaison Program Personnel eSchool Data Weekly Attendance Folders Parent Contact	Increase in student achievement Pk-5 Decrease in ARP enrollment	eSchool Cognos Reports	Title 1--#10

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified teachers.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Recruit Highly qualified staff by attending job fairs and advertising.	Principal-Mrs. E Nava Asst. Principal- Mrs. N. Layton	Funds for salaries	On going	Greater Retention Rate of campus staff	Improvement in student academic scores Improvement in instruction delivery	Staff Retention reports	Title 1--#3, #5
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> • Bilingual certified • Special Education certified • Core area certifications • Masters degrees A passion for students, and commitment to excellence	Principal-Mrs. E Nava Asst. Principal- Mrs. N. Layton	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	Increased teacher retention rate	All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise	Screen all applicants for best candidates Hold Invitational Job Fairs	Title 1--#3, #5
Hire University Student Interns that have demonstrated excellence in the classroom	Principal-Mrs. E Nava Asst. Principal- Mrs. N. Layton	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Smooth transition from intern to teacher	Increased retention rate of new teachers	Title 1--#3, #5

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified teachers.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Principal will train an interviewing committee for possible hires.	Principal: Mrs. Nava	Principal generated questioner	Fall-Spring	<ul style="list-style-type: none"> Improved staff selection Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	Title 1-- #3, #5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds	August 2015-May 2016	Sign-In sheets for curriculum development and revisions	Improve implementation of curriculum and alignment	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Local funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4 and #8