

**Arnoldo Cantu Sr. Elementary  
Campus Plan  
2015-2016**

**Table of Contents**

- I Comprehensive Needs Assessment...Slides 6-14**
- II Campus Goals.....Slides 15-31**
- III Arnoldo Cantu Campus Plan ..... Slides 32-75**
  
- IV Appendices**
  - Appendix 1-Campus Professional Staff
  - Appendix 2-Campus Performance Objectives  
Councils Members
  - Appendix 3-Title I School-Wide Summary Report
  - Appendix 4-CIP Integrated Checklist
  - Appendix 5-Campus Program Integration Form
  - Appendix 6-CPOC Agenda and Minutes
  - Appendix 7-Parental Survey Results
  - Appendix 8-Campus Budget
  - Appendix 9-TEA Accountability Reports 2015



**Arnoldo Cantu Sr. Elementary  
Campus Improvement Plan  
2015-2016**

**T.E.A EXEMPLARY CAMPUS  
1998 – 2002  
2004 – 2010**

**2012-2013 Distinguished 3/3  
2013-2014 Distinguished 6/6  
2014-2015 Distinguished 5/5**

## Mission Statement

The mission of Arnolfo Cantu Sr. Elementary is to provide a foundation in which students in grades Pre-K to 5<sup>th</sup> will experience immediate and future success in our community through effective instruction in critical thinking and decision making skills. We will accomplish our mission by maintaining an innovative well-balanced curriculum supported by academic, technological and cultural enrichment opportunities. As a team effort, involving a supportive community and active parents, our dedicated staff will work together to achieve the highest standards of educational excellence.

## ***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. 2014-15 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

The following sources were used to review the Special Education data by the Campus Performance Objectives Council: State of Texas Assessments of Academic Readiness (STAAR) results, Texas Academic Performance Report (TARP) and TEA Accountability Summary (State and Federal Systems Safeguards) to determine the strengths and needs of our Special Education students. In addition, our Special Education staff is implementing the curriculum for grades K-5 that was district created during the summer and ensures 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 of our general education teachers are well versed in best practices that support the learning of 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 SpEd and All students 2014-2015 is 34%. (Including STAAR-A-Federal System Safeguards)
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is 25%. (Including STAAR-A-Federal System Safeguards)

#### Personnel Needs:

We work closely with the Special Education Department and the Human Resource Department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting to implement the inclusion model effectively.

#### Professional Development Needs:

Our staff is provided with professional development through the Special Education Department who works closely with the Curriculum and Instruction Department to provide PD in the area of co-teaching to implement the inclusion model effectively.



# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

#### Strengths:

- In STAAR 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> Grade Reading, the passing rate for SpEd students A. Cantu Elem. was 100%
- In STAAR 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Grade Math, the passing rate for SpEd students at A. Cantu Elem. was 100%
- In STAAR 4<sup>th</sup> Grade Writing, the passing rate for SpEd students at A. Cantu Elem. was 100%
- In STAAR 5<sup>th</sup> Grade Science, the passing rate for SpEd students at A. Cantu Elem. was 100%

\*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 were used to review the Dual Language data by the Campus Improvement Objectives Council: State of Texas Assessments of Academic Readiness (STAAR) results and TELPAS results to determine strengths and needs of our ELL students. The campus works closely with the Dual Language Department and the Human Resource Department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting. In addition, our Dual Language staff is implementing the curriculum for grades K-5 that was district created during the summer to ensure that our ELL students are receiving a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

#### Needs:

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

- In Science, the achievement gap between ELL and All students 2014-2015 is 10%.
- 5<sup>th</sup> grade Reading passing rate for ELL students at A. Cantu Elem. was 76%, gap between state of 11 points
- 5<sup>th</sup> grade Science passing rate for ELL students at A. Cantu Elem. was 64%, gap between state of 8 points
- The TELPAS Yearly Progress Composite Rating for 3<sup>rd</sup> & 5<sup>th</sup> (from 2014 to 2015) was 59%.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### English Language Learners (ELL):

##### Strengths:

On the STAAR exam:

- 3<sup>rd</sup> grade Reading passing rate for ELL students at A. Cantu Elem. was 85%, 8 points above the state.
- 4<sup>th</sup> grade Reading passing rate for ELL students at A. Cantu Elem. was 79%, 5 points above the state.
- 4<sup>th</sup> grade Writing passing rate for ELL students at A. Cantu Elem. was 88%, 18 points above the state.
- STAAR Performance Advanced Standard-Writing at A. Cantu Elem. was 24%, 15 points above the state.
- STAAR Performance Met or Exceeded Progress-Reading at A. Cantu Elem. was 72%, 13 points above the state.
- STAAR Performance Exceeded Progress-Reading at A. Cantu Elem. was 31%, 15 points above the state.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

The following sources were used to review the Economically Disadvantaged data by the Campus Improvement Objectives Council: 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 2%.
- In Mathematics, the achievement gap between Eco Dis and All students 2014-2015 is 3%.
- 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 4%.

# Comprehensive Needs Assessment



**COLLEGE**  
READY. CONNECTED. COMPLETE.

3

## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

##### Strengths:

- 3<sup>rd</sup> grade Reading passing rate for Eco Dis students at A. Cantu Elem. was 84%, 7 points above the state.
- 4<sup>th</sup> grade Reading passing rate for Eco Dis students at A. Cantu Elem. was 78%, 4 point above the state.
- 4<sup>th</sup> grade Writing passing rate for Eco Dis students at A. Cantu Elem. was 89%, 29 points above the state.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, A. Cantu Elem. earned a score of 48, 8 points above the state.

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"> <li>Reading All Grades 83%</li> <li>4<sup>th</sup> Grade Writing 90%</li> </ul> <p><b>Mastery 80% or Higher</b></p>	<ul style="list-style-type: none"> <li>5<sup>th</sup> Science 75%</li> </ul> <p><b>Mastery 75% or Lower</b></p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>5<sup>th</sup> Science SEs</li> </ul> <p><b>SMART Goal: 80% or Higher</b></p>
2	Index 2: Student Progress	<p>Campus Exceeded the State Target for Index 2 of 30 with a 47. Campus exceeded the state by 11% percent of students meeting or exceeding the progress measure. (65% vs. 54%)</p>	<ul style="list-style-type: none"> <li>35% of our students did not meet or exceed progress measure.</li> </ul>	<ul style="list-style-type: none"> <li>Address the needs of identified students to meet the progress measure in 2015-2016 in Reading and Mathematics</li> </ul>
3	Index 3: Closing the Achievement Gap	<p>Campus Exceeded the State Target for Index 3 of 28 with a 48. Campus Exceeded the State Percentage at the Phase-in Satisfactory Standard for Economically Disadvantaged: Reading Performance: Campus-81%/State-70% Writing Performance: Campus-89%/State-63% Campus Exceeded the State Percentage at the Phase-in Satisfactory Standard for Hispanic: Reading Performance: Campus-83%/State-72% Writing Performance: Campus-90%/State-66%</p>	<ul style="list-style-type: none"> <li>Campus is at the same percentage as the State for the Phase-in Satisfactory Standard /Hispanic: Science 74%</li> </ul>	<p>Special population groups will receive additional support and intensive interventions in reading, writing, math, and science.</p>
4	Index 4: Post Secondary Readiness	<p>The campus met the index 4 target of 12 with a score of 34.</p>	<ul style="list-style-type: none"> <li>The campus performed below the state in STAAR Postsecondary Readiness: Campus-34%/State-41%.</li> </ul>	<ul style="list-style-type: none"> <li>Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course</li> <li>Revise curriculum</li> <li>Assess and Monitor frequently through common formative assessments</li> </ul>

### Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Community School</li> <li>• School Beautification</li> <li>• Communication in both English and Spanish</li> <li>• Campus is actively involved in community based activities.</li> <li>• Campus Parental Involvement</li> <li>• Parent Liaison Campus Level</li> <li>• Parent Centers</li> <li>• Business Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Low Average of parents with high school diplomas and/or postsecondary education</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education</li> <li>• Initiate parent academic conferences at all levels</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students, teachers, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training on the implementation of technology integration; increase on-line resource use</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Good student attendance</li> <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>• Decrease in student enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations</li> <li>• Improve student retention</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McRell Evaluation Tool</li> </ul>		

# CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT
Number	690	350	340	36	279	5	5	14	36	585	27
Percent	100	50.7	49.2	5.2	40.4	0.72	0.72	2.0	5.2	84.8	3.9

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	690	687	0	2	1	0
Percent	100	99.6	0	0.3	0.1	0





Total Enrollment – 690

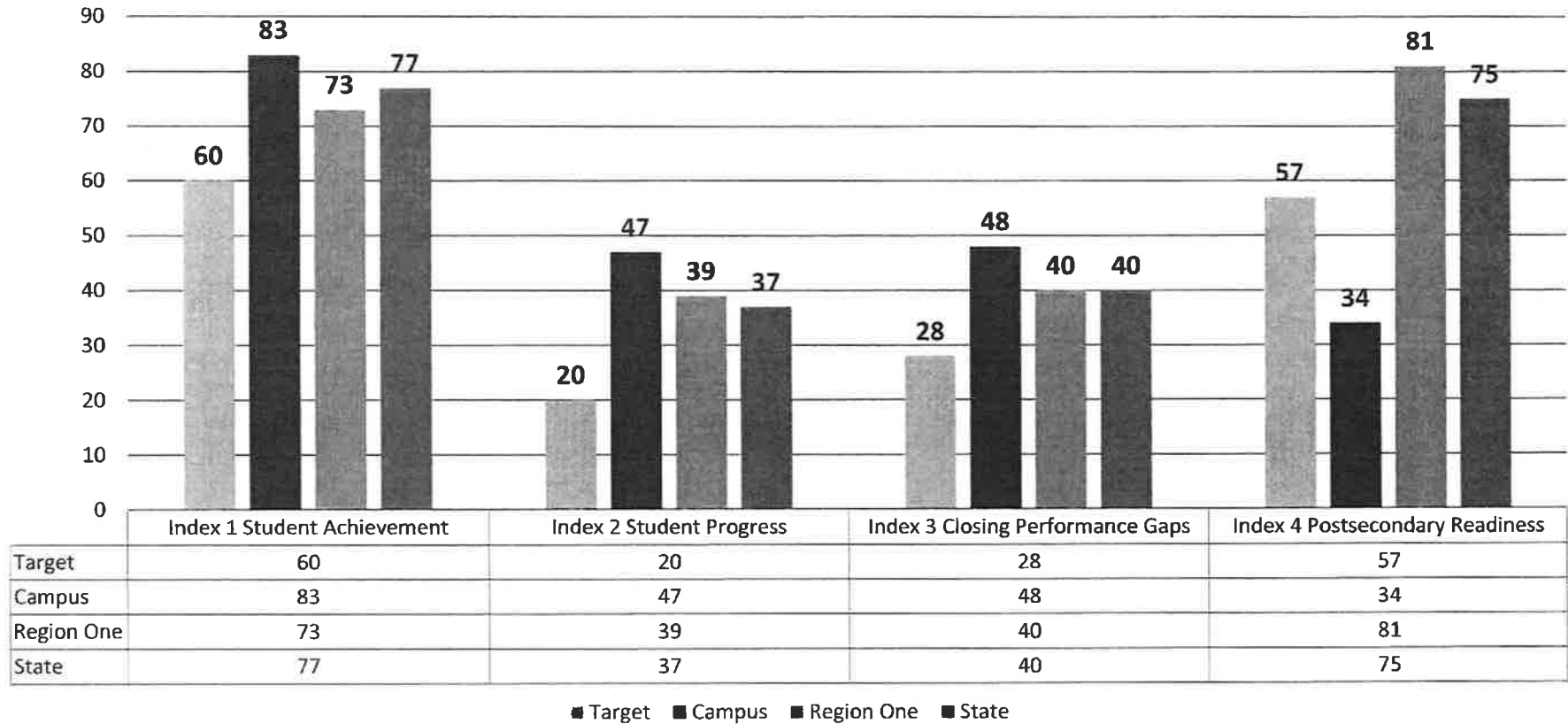
<b>Percent</b>	<b>A. CANTU</b>	<b>STATEWIDE</b>
<b>Hispanic</b>	99.6%	51.34%
<b>Economically Disadvantaged</b>	84.8%	60.26%
<b>ELL</b>	40.4%	17.04%

# Student Achievement Summary 2015



	Performance Target 2015	State	Region 1	A. Cantu	Goals 2016
Index 1 Student Performance	60	77	73	83	85
Index 2 Progress Measure	30	37	39	47	50
Index 3 Closing the Gap	28	40	40	48	50
Index 4 Postsecondary Readiness	12	75	81	34	35

# State Accountability 2015



# Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	A. Cantu	Goals 2016
Reading	60	77	71	83	85
Math	60	81	79	79	83
Writing	60	72	71	90	92
Science	60	78	75	74	80

# Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	A. Cantu	Goals 2016
Reading	60	62	59	82	85
Math	60	65	64	79	85
Writing	60	60	62	89	92
Science	60	61	60	64	70

# Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	A. Cantu
Reading	60	43	37	100
Math	60	45	46	100
Writing	60	29	22	100
Science	60	47	46	100

## Student Achievement Summary 2015



PSJA  
2015-2016

ECO Dis Performance Rates	Performance Target 2015	State	Region 1	A. Cantu	Goals 2016
Reading	60	70	69	81	85
Math	60	75	77	76	80
Writing	60	63	69	89	93
Science	60	71	73	70	75

# State System Safeguards 2015



A. Cantu 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*
	Reading	83	*	83	*	0	0	0		81	100
Writing	90	0	90	0	0	0	0		89	100	89
Science	74	0	74	*	0	0	0		70	100	64



\*Indicates Did Not Meet Minimum Size Requirement



# SYSTEM SAFEGUARDS 2015



**COLLEGE**<sup>3</sup>  
READY. CONNECTED. COMPLETE.

	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
<b>State Target</b>	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						Y		Y	4	4	100
Writing	Y		Y						Y		Y	4	4	100
Science	Y		Y						Y		Y	4	4	100
<b>Total</b>												12	12	100

Post-Secondary Readiness Data Table 2015



All Students	State	Region 1	A. Cantu
2015 STAAR % Meeting Postsecondary Readiness Standard	41	34	34

## 2015-2016 Annual Goals

- The following 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.
- This will allow us to analyze our needs and set attainable goals for the 2015-2016 school year.

# 2015-2016 A-Campus Goals



## 3<sup>rd</sup> 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	82	N/A
Phase in 2 Level II	57	77	80
Final Recommended	74	49	15425363636ol okijmujnh987u 49
Adv. Level III	89	16	20120202'044+ 6

## 4<sup>th</sup> 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
<b>4<sup>th</sup> Grade Mathematics District</b>			
Phase In 1 Level II	48	83	N/A
Phase in 2 Level II	56	71	75
Final Recommended	73	37	
Adv. Level III	83	13	

## 5<sup>th</sup> 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	75	N/A
Phase in 2 Level II	54	65	70
Final Recommended	72	41	
Adv. Level III	86	20	

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 Academic Goals



<b>3<sup>rd</sup> Grade Reading</b>			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2015</b>	<b>2016</b>
Phase In 1 Level II	50	87	N/A
Phase in 2 Level II	58	78	80
Final Recommended	75	42	
Adv. Level III	85	24	

<b>4<sup>th</sup> Grade Reading</b>			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2015</b>	<b>2016</b>
Phase In 1 Level II	52	83	N/A
Phase in 2 Level II	59	77	80
Final Recommended	75	45	
Adv. Level III	86	21	

<b>5<sup>th</sup> Grade Reading</b>			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		<b>2015</b>	<b>2016</b>
Phase In 1 Level II	54	80	N/A
Phase in 2 Level II	63	66	75
Final Recommended	78	44	
Adv. Level III	87	23	

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.



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	92	N/A
Phase in 2 Level II	59	82	85
Final Recommended	70	51	
Level III Adv.	84	13	

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.



5 <sup>th</sup> 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	72	N/A
Phase in 2 Level II	66	59	65
Final Recommended	80	32	
Adv. Level III	91	14	

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

*All strategies and action steps highlighted in yellow represent our sub-populations.*



**District Goal 1: Improve Student Academic Achievement (Index 1)**

**Objective 1: Curriculum will be horizontally aligned in 2015-2016 in all courses.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Campus representatives participated in the district summer curriculum project in the content areas of Reading and Writing.	Elementary Administrators Campus Teachers	District Local Funds, Title 1 Funds	May 2015-July 2015	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Campus curriculum writers participated in district training of the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Assistant Supt for C&I	Local Funds, Title 1 Funds	May 2015-July 2015	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Campus staff will implement curriculum documents that will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Dual Language Teachers/Special Education Teachers	Local Funds, Title 1 Funds	August 2015 – May 2016	Curriculum Documents/Lesson Plans/Walk-Throughs	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
District academic calendars will be implemented by campus staff (timelines will be written for all HB5 courses).	Campus Principals, Teachers	Local Funds, Title 1 Funds	August 2015 – May 2016	Curriculum Documents/Lesson Plans/Walk-Throughs	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

**District Goal 1: Improve Student Academic Achievement (Index 1)**

**Objective 1: Curriculum will be horizontally aligned in 2015-2016 in all courses.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Formative and summative assessments will be administered by campus staff to monitor the effectiveness of the curriculum, teaching and learning.	District Content Coordinators/ Campus Teacher/Campus Administrators	Local Funds, Title 1 Funds	August 2015 – May 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be conducted after each CBA or Benchmark for in-depth analysis of the data.	Campus Principals, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coaches, Assistant principals and principals will monitor the implementation of the curriculum at each campus	Principals/Assistant Principals/Campus Instructional Coaches	Local Funds, Title 1 Funds	August 2015 – May 2016	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Campus Administrators and selected staff will participate in Dana Center training on the vertical alignment of state standards in math and science.	Campus Principals, Teachers	Title 1 Funds	August 2015 – May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

**District Goal 1: Improve Student Academic Achievement (Index 1)**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Campus will administer the Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum.	Campus Principals, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from our campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR	Assistant Supt for C&I, C&I Administrators, Campus Teachers	Local Funds, Title 1 Funds	May 2015- July 2015	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, campus teachers will review the assessments to ensure adherence to the Academic Calendar	Campus Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-16.	Campus Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

**District Goal 1: Improve Student Academic Achievement (Index 1)**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Teachers will receive assessment data for their students within 48 hours of the test administration	Campus Administrators	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available for data analysis and monitoring student progress.	Campus Principals, Teachers	Local Funds, Title 1 Funds	August 2015- June 2016	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be conducted after each CBA or Benchmark for in-depth analysis of the data.	Campus Principals, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Administrators will attend the District Review Sessions (DRSs) that will be held at the district level to review CBA and Benchmark data and to plan next steps.	Assistant Supt for C&I, Administrators/ Campus Administrators	Local Funds, Title 1 Funds	October 2015 November 2015 December 2015 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8

**District Goal 1: Improve Student Academic Achievement (Index 1)**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Campus Principals, Teachers	Migrant Funds 212	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Campus Principals, Teachers	Special Ed Funds 224	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Campus Principals, Teachers	Title III 263	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Provide Dana Center training for cohorted science teachers on creating formative assessments.	Assistant Superintendent for C&I	Title 1 Funds	August 2015- May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**District Goal 1: Improve Student Academic Achievement (Index 1)**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed and shared with the staff.	Campus Principals, Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	District Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Campus Principals, Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Campus Principals, Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2015- June 2016	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

**District Goal 1: Improve Student Academic Achievement (Index 1)**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accomodations for the special education students in their classroom.	Campus Principals, Teachers	Special Ed 224	August 2015-June 2016	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principals, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October 2015 November 2015 January 2016 February 2016	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided by campus administrators.	Campus Principals	Local Funds 199, Title 1 Funds 211	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**District Goal 1: Improve Student Academic Achievement (Index 1)**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2015-2016 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark.	Campus Principals, Instructional Coaches, Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2015-July 2016	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, 8Ms, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available.	Campus Principals, Instructional Coaches, Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October 2015 November 2015 January 2016 February 2016	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Campus administrators and selected teachers will attend Lead4Ward training on differentiated instruction and data analysis.	Assistant Superintendent for C&I	Title 1 Funds	August 2015-July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4



**District Goal 1: Improve Student Academic Achievement (Index 1)**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Campus Administrators will train on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Campus Principals	Local Funds 199	October 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Campus Administrators will train teaching staff on how to unpack the TEKS for each course assessed on HB5.	Campus Principals	Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly daily for unpacking the TEKS and lesson plan collaboration.	Campus Principals	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators will train the campus staff on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group.	Campus Principals	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
All Staff will be trained in the Common Instructional Framework (CIF).	Instructional Coaches	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**District Goal 1: Improve Student Academic Achievement (Index 1)**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	Counselor	Title 1 211	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Campus Instructional Coach	Title III 263	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, and modified instruction will be provided for all staff members to meet the needs of students served in special education.	Special Ed Supervisor	Special Ed 224	August 2015	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**District Goal 2 Improve Student Progress in Reading and Math (Index 2)**

**Objective 1: Reading/Writing Instruction will be aligned district-wide.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Reading/writing curriculum will be implemented using thematic-based instruction and CIF teaching strategies.	Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2015 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Campus staff will implement the writing rubrics as developed by the district.	Teachers	Title 1 211, Local Funds 199	August 2015 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Campus teachers will develop Depth of Knowledge Questions for each literary piece/all genres during Collaborative Learning Communities (CLCs).	Campus Principals, Teachers	Title 1 211, Local Funds 199	August 2015 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

**District Goal 2 Improve Student Progress in Reading and Math (Index 2)**

**Objective 1: Reading/Writing Instruction will be aligned district-wide.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
A minimum of 2 compositions per six weeks will be required at each grade level.	Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-Throughs, Gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
STAAR Literature questions will be written for each literary piece/all genres.	Teachers	Title 1 211, Local Funds 199	Summer 2015-May 2016	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered.	Campus Principals	Title 1 211, Local Funds 199	October 2015 November 2015 January 2016 February 2016	Walk-Throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills.	Campus Principals, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning	Campus Principals, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include	CBAs, BMs, STAAR, TELPAS	

**District Goal 2 Improve Student Progress in Reading and Math (Index 2)**

**Objective 2: Math Instruction will be aligned district-wide.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Mathematics curriculum will be implemented for K-12 using CIF strategies	Instructional Coaches, Campus Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs and curriculum documents for Sharon Wells and State Adoption	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Mathematics teachers will analyze TEKS to determine the depth and complexity of each student expectation	Campus Teachers	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will unpack the math TEKS, analyzing data	Campus Teachers	Title 1 211, Local Funds 199	August 2015 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered	Campus Principals, Teachers	Title 1 211, Local Funds 199	October 2015 November 2015 December 2015 February 2016	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to	Campus Principals,	Title 1 211, Local	August 2015-May	CLC agendas and	Increased Student	CBAs, BMs, STAAR,	

**District Goal 2 Improve Student Progress in Reading and Math (Index 2)**

**Objective 2: Math Instruction will be aligned district-wide.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Data will be used to identify students in need of extended learning opportunities	Campus Principals, Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	Campus Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Exit tickets will be developed aligned to the skill of the day	Campus Teachers	Title 1 211, Local Funds 199	August 2015-May 2016	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Campus Teachers will implement Sharon Wells effective teaching strategies	Campus Teachers	Title 1 Funds	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**District Goal 3: Close the student achievement gap among all populations. (Index 3)**

**Objective 1: Decrease the student achievement gap among all subgroups (Index 3).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> <li>•Dictionaries</li> <li>•Nonlinguistic Representation Activities</li> <li>•Frayer model</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps</li> <li>•Graphic Organizers</li> <li>•Voyager Program</li> <li>•Istation</li> <li>•Lexia</li> <li>•Think through Math</li> <li>•TPRI/Tejas LEE Strategies</li> <li>•CL/ Circle Strategies</li> </ul>	<p>Campus 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 district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBA's, BM's, STAAR, TELPAS</p>	

**District Goal 3: Close the student achievement gap among all populations. (Index 3)**

**Objective 1: Decrease the student achievement gap among all subgroups (Index 3).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district and campus formative assessments.	Campus Principals, Teachers	Title 1 211, Local Funds 199 Special Ed 224	August 2015- May 2016	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Campus Principals, Teachers	Title 1 211, Local Funds 199 Special Ed 224	August 2015- May 2016	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Campus Principals, Teachers	Title 1 211, Local Funds 199 Title III 224	August 2015- May 2016	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Campus Principals, Teachers	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2015- May 2016	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	



**District Goal 3: Close the student achievement gap among all populations. (Index 3)**

**Objective 1: Decrease the student achievement gap among all subgroups (Index 3).**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
6. Review 504 students' performance and progress and provide accommodations and interventions.	Campus Principals, Counselor, Teachers	Title 1 211, Local Funds 199	August 2015- May 2016	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Campus Administrators, Instructional Coaches, Trained Personnel	Title 1 211, Local Funds 199	August 2015- May 2016	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials, and enrichment period.	Campus Administrators, Counselor, Teachers	SCE	August 2015- June 2016	Summer school rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	
9. Data room will be used to monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Campus Administrators, Teachers	Title 1 211, Local Funds 199	August 2015- May 2016	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

**District 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).**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Implement all curriculum documents for HB5 STAAR courses.	Campus Administrators, Teachers	Local Funds, Title 1 Funds	August 2015-May 2016	Walk-throughs	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Campus Teachers will conduct a TEKS analysis to determine depth and complexity of each student expectation.	Campus Administrators, Teachers	Local Funds, Title 1 Funds	August 2015-May 2016	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	Title 1 - #4
Provide staff training on in-depth study of STAAR released test items to define rigor of the lesson.	Campus Administrators, 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	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered.	Campus Administrators, Teachers	Local Funds, Title 1 Funds	August 2015-May 2016	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

**District 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 the Advanced Level III. (Indexes 3 and 4).**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Campus Principals, Teachers	Local Funds 199	October 2015 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
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 I Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Campus Principals, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held after each district level CBA or Benchmark for in-depth analysis of the data.	Campus Principals, Teachers	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Administrators will attend the District Review Sessions (DRSs) that will be held at the district level to review CBA and Benchmark data and to plan next steps.	District Curriculum Administrators, Campus Principals	Local Funds, Title 1 Funds	October 2015 November 2015 January 2016 February 2016	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

**District 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 the 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 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Campus Principals, Teachers	Local Funds, Title 1 Funds/ SCE	August 2015-May 2016	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

**District Goal 5: Family and Community Involvement****Objective 1: Provide opportunities for parents to assist students in preparing for assessments**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Parent meetings geared toward knowledge of standardized testing	Principals, Parent Educators	Local Funds, Title I Funds	August 2015 - May 2016	Sign-in Sheets	Parent Surveys		Title I- #4, #6
Parent Orientations	Principals, Parent Educators	Title I Funds	August 2015 - May 2016	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6

**District Goal 5: Family and Community Involvement**

**Objective 2: Offer tutoring programs that support students taking assessments**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Offer parents district sponsored after school tutoring camps @ Parental Education Center	Parental Director, Logistic Specialist, Site Managers	Title I Funds	May 2016	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9

**District Goal 5: Family and Community Involvement**

**Provide opportunities for students to transition to public school.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Collaboration between campus and San Juan Lopezville HeadStart. 3 and 4 year old program to ensure PRE-K guidelines are in place	Campus Administrators, Teachers		Spring 2016	Documentation of meeting date  Sign In Sheets  Scheduled orientation days	Improved Pre-K Screening Checklist, Pre-Las, and CLI Results	Pre-K Screening Checklist, Pre-Las, and CLI Results	Title I- #9
Schedule meeting with teachers of (Pre-K and K) HeadStart Program to coordinate instruction	Campus Administrators, Teachers		Spring 2016	Agendas for meeting	Improved Pre-K Screening Checklist, Pre-Las, and CLI Results	Pre-K Screening Checklist, Pre-Las, and CLI Results	Title I- #9
Assign mentor for new Pre-K teacher at Headstart	Campus Administrators, Teachers		Spring 2016		Improved Pre-K Screening Checklist, Pre-Las, and CLI Results	Pre-K Screening Checklist, Pre-Las, and CLI Results	Title I- #9

**District Goal 5: Family and Community Involvement**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Throughout the year students are given the opportunity to participate in community service projects.	Campus Teachers, Counselor, Parent Educator, Parents	Local Funds, Title I Funds	August 2015 and on going	Project Documentation	Service hours		Title I- #9



**District Goal 5: Family and Community Involvement**

**Objective 5: Increase average of parents with high school diplomas**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2016	Classroom attendance sheets	End of year course completion certificates		Title I- #6, #10
Campus Parent Community Education Center	Parental Director	Title I Funds	August 2015- Ongoing	Attendance sheets	End of year course completion certificates		Title I- #6, #10

**District Goal 6: Technology -The district 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 Schoolwide Components
Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives	Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools	Instructional Technology Staff and various state, federal, and local budgets	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 student scores.	Budget reviews and monthly campus visits with principals	
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools	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).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	
PSJA ISD provides adult literacy and technology application skills training to its parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	ongoing. This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		

**District Goal 6: Technology****Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	2015-2016	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	
The Technology Department will provide for the delivery 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.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware	2015-2016	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	

**District 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 Schoolwide Components
Integrate technology essential knowledge and skills (TEKS) at the K-5 level.	Campus Principals, CIT, Teachers	Core content curriculum resources.  Learning.com resources.  State guidelines for required technology courses.	This is an ongoing process.	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills 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 district course offerings and alignment with state course requirements.	
Will Implement developed units of practice aligned with the core content curriculum.	Campus Principals, CIT, Teachers	Core content curriculum resources.  Learning.com	This is an ongoing process.	Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	

**District 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 Schoolwide Components
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Campus Lab Managers Campus Instructional Technologist	Video conferencing equipment, online curriculum resources	Aug 2015 Ongoing	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.		
Continue to support computer assisted instruction in computer labs and distributed settings.	Campus Lab Managers	Computer Reports	Aug 2015 Ongoing	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement		
Teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Campus Lab Managers, Campus Instructional Technologist	Learning.com, Instructional Technology Labs	2015-2016	LAB usage logs	Increase in student achievement		

**District 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 Schoolwide Components
<p>Provide summer computer training opportunities for students computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2015- and throughout the year in 2015-2016. The district will also offer computer education classes to parents via the district's Parental Involvement Program</p>	<p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software. And Technology Applications Instructors.</p>	<p>August 2015-May 2016</p>	<p>Increased summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>		
<p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>By Spring of 2016 Campuses will have at least one technology fair a year.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>		

**District Goal 6: Technology**

**Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Maintain and update district intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students.</p>	<p>Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site</p>	<p>June 2016</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>		
<p>Develop and maintain a district website as a resource for instruction and a tool for school to community communication. The district will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as upcoming projects.</p>	<p>Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators</p>	<p>District website, Living Tree, and district Intranet</p>	<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>		

**District Goal 6: Technology**

**Objective 1: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. The district will use Learning.com for all K-5 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>Aug 2015-May 2016 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.</p>	<p>online campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>		



**District Goal 6: Technology**

**Objective 4: Maintain and replace the instructional lab computers every three years in order to maintain the highest level of instruction.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2015-2016. They will receive new computers in 2016-2017.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>		
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director, Instructional Technology Coordinator, MIS Coordinator</p>		<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>		

**District Goal 7: Create a Safe School Culture and Climate.**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Campus Administrators attend training on student referral protocols, de-escalation and restorative practices to implement on campus.	Student Services Department	Local Funds	August 2015- June 2016	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2015- June 2016	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals	Side by side data analysis	Title 1--#10
Campus is participating in the MTSS-B Research project. Multiple Tiered Systems of Support for Behavior	Student Services Department , MTSS-B Trainers, Campus Administrators, Teachers		2015-2016 2016-2017	Agendas, Sign-In Sheets, SWIS Discipline Data	Decrease in discipline referrals	Side by side data analysis	Title 1--#10

**District 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 Schoolwide Components
<p>Campuses will assist individual student needs ( medical, dental, vision and hearing services)                      Action Steps:                      -coordinate with social services agencies                      -provide referral for services</p>	<p>-Director of Health Services                      -Nursing Staff</p>	<p>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>	<p>August 2015- June 2016</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>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 is trained about asthma symptoms, triggers and resources</p>	<p>-Director of Health Services                      -Nursing Staff</p>	<p>-National Asthma Education and Prevention Program                      -Asthma and Allergy Foundation of America                      -Local health care providers</p>	<p>August 2015- June 2016</p>	<p>Created a hotspot map 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</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1-#10</p>
<p>Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.</p>	<p>-Director of Health Services                      -Nursing Staff</p>	<p>-School based clinics                      -Local health care providers                      -Local hospitals</p>	<p>August 2015- June 2016</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decrease percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

**District 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 Schoolwide 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	-Behavioral Centers -PSJA LPC	August 2015- June 2016	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	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 -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2015- June 2016	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

**District 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 Schoolwide Components
<p>Provide a school environment free of drugs and violence.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-Develop partnerships with parents to establish the responsibilities of each.</li> <li>-Resource referrals to programs to deal with pupils at risk</li> <li>-Pupils shall develop a positive view of self and learn to use effective interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Texas Tropical</li> <li>-Behavioral Centers</li> <li>-Police Departments</li> </ul>	<p>August 2015- June 2016</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1—#10</p>
<p>Promote the development of each student as a whole person.</p> <ul style="list-style-type: none"> <li>-Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship.</li> <li>-Encourage the participation rate in extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Athletic Department</li> <li>-LPC</li> </ul>	<p>August 2015- June 2016</p>	<p>Ongoing one to one assistance of emotional needs.</p> <p>Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic Vists</p>	<p>Side by side data analysis</p>	<p>Title 1—#10</p>

**District 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 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps:</p> <ul style="list-style-type: none"> <li>- Emphasize exercise and nutrition for the development of healthy lifestyle choices in students.</li> <li>-SHAC along with coaches will constantly try to improve amount of physical activity in school setting.</li> <li>-Develop policies that support healthy eating and physical activities.</li> <li>-Become a Healthy USA School and complete the challenge.</li> <li>-Provide public awareness, provide educational materials and appropriate referrals.</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul>	<ul style="list-style-type: none"> <li>-Child nutrition department</li> <li>-Coaching staff</li> <li>-Dietician DHR school based clinic</li> </ul>	<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>

**District Goal 7: Create a Safe School Culture and Climate.**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Conducting daily security/safety audits of all district campuses	Security and Safety Department	Local Funds	August 2015- June 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Security Director	Local Funds	August 2015- June 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2015- June 2016	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

**District 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 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	August 2015- June 2016	<ul style="list-style-type: none"> <li>-Pre-registration campaign</li> <li>-District Expo</li> <li>-Student Choice Transfers</li> <li>-Student Recovery Initiatives</li> <li>-Pre-Countdown to Zero</li> <li>-PEIMS/Leaver Training</li> <li>-Countdown to Zero</li> <li>-Customer Service Training</li> </ul>	<ul style="list-style-type: none"> <li>-District Dashboard Data</li> <li>-eSchool Cognos Reports</li> <li>-Preliminary Enrollment Counts</li> <li>-Sign-In Sheets</li> <li>Public Relations/PEIMS</li> </ul>	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance to parents.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	<ul style="list-style-type: none"> <li>Increase of student attendance through daily, six weeks and year report</li> <li>Decrease in discipline and truancy.</li> </ul>	Data Analysis Review  Updated through corrective measures.	Title 1--#10



**District 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 Schoolwide Components
Review and revise campus monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> <li>• School messenger</li> </ul>	Campus Administrators, Teachers	Local Funds	August 2015-June 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports  PEIMS end of year report  Onpointe 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.	Campus Administrators, Teachers	Local Funds	August 2015-June 2016	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1—#10

**District Goal 8: Staff Quality, Recruitment, and Retention**

**Objective 1: Develop and retain 100% highly qualified staff.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> <li>Competitive Salaries for Teachers, and all staff</li> <li>Competitive Stipends for Masters and/or certifications that support district initiatives</li> </ul>	HR, Business office	Funds for salaries and stipends	Feb.-Aug.	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> <li>Improvement in student academic scores</li> <li>Improvement in instruction delivery</li> </ul>	Staff Retention reports	
Unique district incentives <ul style="list-style-type: none"> <li>Paying of Local Days</li> <li>District contribution for employee medical plan</li> </ul>	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> <li>Staff retiring from district</li> </ul>	More experience work force	
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> <li>Bilingual/ESL certified</li> <li>Special Education certified</li> <li>Core area certifications</li> <li>Masters degrees</li> <li>CTE certified</li> <li>Advance Placement certified</li> </ul> A passion for students, and commitment to excellence	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> <li>Staff hired High teacher retention rate</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms have a HQ teacher that is prepared to deliver instruction</li> <li>Teacher will support student success with content expertise</li> </ul>	<ul style="list-style-type: none"> <li>Screen all applicants for best candidates</li> <li>Hold Invitational Job Fairs</li> </ul>	
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	RGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	

**District Goal 8: Staff Quality, Recruitment, and Retention**

**Objective 1: Develop and retain 100% highly qualified staff.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals will attend a training on interviewing , and documentation of teachers	HR Admin, I3 dept. staff	Documentation Handbook	Nov.-March	<ul style="list-style-type: none"> <li>Better selection of staff</li> <li>Improvement of documentation of staff</li> </ul>	<ul style="list-style-type: none"> <li>Improve the quality of teachers therefore improving student learning</li> </ul>	<ul style="list-style-type: none"> <li>Hiring of better teachers</li> <li>Better documentation of staff not meeting performance standards</li> </ul>	
New teacher Professional Development and Instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2016	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> <li>New teachers</li> <li>Other teachers needing support</li> </ul>	Director Department Instructional Coaches	Local funds I3 Invest in Innovation 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	

**District Goal 8: Staff Quality, Recruitment, and Retention**

**Objective 1: Develop and retain 100% highly qualified staff.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Campus Principals	Experience teachers that have been trained as mentors.	Aug. 2015–May 2016	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	
Implement an effective instructional coaching system with on-going professional development	Director Campus Principals	Title One 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	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly professional development meetings.	Director External Coaches	Title One 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	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One 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	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly progress monitoring campus visits and Instructional rounds	Director Campus Instructional Coaches	Title One 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	McREL Mid-term and summative evaluations RRR	

# **A. CANTU ELEMENTARY**

## **Professional Staff**

### **2015 – 2016**

**PRINCIPAL: YVETTE MANCILLAS**  
**ASSISTANT PRINCIPAL: ISELA LEAL CASTILLEJA**  
**COUNSELOR: VERONICA GARZA**  
**NURSE: MARIBEL CUELLAR**

#### **PRE-KINDER**

- |                          |       |
|--------------------------|-------|
| 1. MARIA G. GARZA        | Rm. 2 |
| 2. JUANA LOPEZ           | Rm. 4 |
| 3. EDNA GONZALEZ-MIXED   | Rm. 3 |
| 4. MARIA SALAZAR-ONE-WAY | Rm. 5 |

#### **KINDER**

- |                        |        |
|------------------------|--------|
| 1. RENA CHACON         | Rm. 11 |
| 2. NORMA RAMIREZ       | Rm. 8  |
| 3. BIANCA SALDANA      | Rm. 12 |
| 4. LORI LOPEZ-ONE-WAY  | Rm. 6  |
| 5. ISABEL RIOS-ONE-WAY | Rm. 7  |

#### **FIRST GRADE**

- |                         |        |
|-------------------------|--------|
| 1. ERICKA ROSALES       | Rm. 1  |
| 2. LAURA PEREZ          | Rm. 10 |
| 3. MARIA MURRAY         | Rm. 9  |
| 4. LYDIA FLORES-ONE-WAY | Rm. 28 |
| 5. ANA GARCIA-ONE-WAY   | Rm. 27 |

#### **SECOND GRADE**

- |                            |        |
|----------------------------|--------|
| 1. BECKY GARZA             | Rm. 14 |
| 2. SANDRA MARTINEZ         | Rm. 16 |
| 3. YOLANDA GUERRA-ONE-WAY  | Rm. 13 |
| 4. CARMEN ORENDAIN-ONE-WAY | Rm. 15 |

#### **THIRD GRADE**

- |                             |        |
|-----------------------------|--------|
| 1. AMBAR ALANIS             | Rm. 17 |
| 2. BELINDA ESCAMILLA        | Rm. 18 |
| 3. DIANNE OLIVARES          | Rm. 19 |
| 4. ELSA GARZA-ONE-WAY       | Rm. 21 |
| 5. LETICIA VALENCIA-ONE-WAY | Rm. 20 |

#### **FOURTH GRADE**

- |                           |        |
|---------------------------|--------|
| 1. ANNETTE ALVARADO       | Rm. 31 |
| 2. LETICIA MOORE          | Rm. 40 |
| 3. HERMELINDA SANTILLAN   | Rm. 26 |
| 4. ANA MERCADO-ONE-WAY    | Rm. 24 |
| 5. ALMA HERNANDEZ-ONE-WAY | Rm. 25 |

#### **FIFTH GRADE**

- |                          |        |
|--------------------------|--------|
| 1. EMMANUEL GONZALEZ     | Rm. 33 |
| 2. ROLANDO GARCIA        | Rm. 36 |
| 3. ANGELICA CRUZ-ONE-WAY | Rm. 34 |
| 4. AMPARO VARGAS-MIX     | Rm. 37 |

#### **SPECIAL EDUCATION**

- |                 |           |
|-----------------|-----------|
| 1. LYDIA KALATA | Rm. 22/23 |
|-----------------|-----------|

#### **PHYSICAL EDUCATION**

- |                      |
|----------------------|
| 1. JOSE GONZALEZ GYM |
| 2. JUAN LOPEZ GYM    |

#### **MUSIC**

- |                  |        |
|------------------|--------|
| 1. ANA RODRIGUEZ | Rm. P6 |
|------------------|--------|

#### **SCE-SCIENCE LAB**

- |                   |        |
|-------------------|--------|
| 1. JESSICA CARPIO | Rm. 39 |
|-------------------|--------|

#### **SCE-READING**

- |  |        |
|--|--------|
| 1. BLANCA ZUNIGA (3 <sup>rd</sup> -5 <sup>th</sup> ) | Rm. 35 |
|--|--------|

#### **LIBRARIAN**

- |                      |         |
|----------------------|---------|
| 1. DIAMANTINA GARCIA | LIBRARY |
|----------------------|---------|

**ARNOLDO CANTU SR. ELEMENTARY  
CAMPUS PERFORMANCE COUNCIL MEMBERS  
2015-2016**

**Chairperson:**

Yvette Mancillas

**Assistant Principal:**

Isela Leal Castilleja

**Counselor:**

Veronica Garza

**Campus Council Elected Members:**

- |    |                |                       |    |                   |                       |
|----|----------------|-----------------------|----|-------------------|-----------------------|
| 1. | Edna Gonzalez  | PreK                  | 5. | Belinda Escamilla | 3 <sup>rd</sup> Grade |
| 2. | Isabel Rios    | Kinder                | 6. | Maria Moore       | 4 <sup>th</sup> Grade |
| 3. | Lydia Flores   | 1 <sup>st</sup> Grade | 7. | Jessica Carpio    | 5 <sup>th</sup> Grade |
| 4. | Yolanda Guerra | 2 <sup>nd</sup> Grade |    |                   |                       |

**Grade Level Chairperson:**

- |    |                |                       |    |                   |                       |
|----|----------------|-----------------------|----|-------------------|-----------------------|
| 1. | Edna Gonzalez  | PreK                  | 5. | Belinda Escamilla | 3 <sup>rd</sup> Grade |
| 2. | Isabel Rios    | Kinder                | 6. | Maria Moore       | 4 <sup>th</sup> Grade |
| 3. | Lydia Flores   | 1 <sup>st</sup> Grade | 7. | Jessica Carpio    | 5 <sup>th</sup> Grade |
| 4. | Yolanda Guerra | 2 <sup>nd</sup> Grade |    |                   |                       |

**Districtwide Representative:**

Emmanuel Gonzalez

**Paraprofessional:**

Priscilla Garcia

**Parents:**

Maria Ramos

Adriana Alvarez

**Business:**

Maricruz Rodriguez

***Arnoldo Cantu Elementary has 84.8% of its students identified as economically disadvantaged and will use SCE funds to support the Title-I Schoolwide Program during the 2015-2016 school year.***

**Pharr – San Juan – Alamo ISD  
Title I School – Wide Plan Summary  
2015-2016**

**Campus: Arnoldo Cantu Sr. Elementary      Pre-K – 5<sup>th</sup>**

**I. Names & Positions of Committee Members:**

- |                   |                       |                      |                       |
|-------------------|-----------------------|----------------------|-----------------------|
| 1. Edna Gonzalez  | PreK                  | 5. Belinda Escamilla | 3 <sup>rd</sup> Grade |
| 2. Isabel Rios    | Kinder                | 6. Maria Moore       | 4 <sup>th</sup> Grade |
| 3. Lydia Flores   | 1 <sup>st</sup> Grade | 7. Jessica Carpio    | 5 <sup>th</sup> Grade |
| 4. Yolanda Guerra | 2 <sup>nd</sup> Grade |                      |                       |

**II Summary of Program (Briefly describe your Title I Program)**

The Title I Program will be used to supplement local instructional programs. The Title I Program will provide funding for .5 of the music teacher's salary. This will allow for a full time music teacher who will serve Pk-5<sup>th</sup> grade students and will focus on enhancing oral language development. In addition, Title I funds will be used to fund 4 paraprofessionals to reinforce instruction in Pre-Kindergarten. These Title I funds will also be used to fund tutoring for 3<sup>rd</sup> - 5<sup>th</sup> grade students who are identified at risk based on STAAR, TPRI/TEJAS LEE and district/campus based assessments.

In addition these funds will be used to fund .5 of the parent educator's salary, parent supplies, and other materials. Title I funds will also be used to provide staff development on implementation of effective research based instructional strategies throughout the content areas.

Title II funds will be used to fund an instructional coach to mentor teachers with effective practices to impact instruction in Pre-k thru 5<sup>th</sup>.

SCE funds will also be used to fund a science teacher to enhance concept development and critical thinking skills. In addition, SCE funds will be used to fund a classroom reduction teacher to work with at-risk and ELL students in 3<sup>rd</sup>-5<sup>th</sup>. SCE funds will also be used to fund two paraprofessionals to assist teachers in reinforcing skills in Kindergarten. State Bilingual funds will be used to fund 1 paraprofessional to assist teachers in reinforcing skills in Kindergarten. In addition, a computer lab manager/oral language teacher will be funded with SCE funds.

**List other funding sources (Mig., Title II, etc.)  
included in you Title I Plan**

- |                       |              |
|-----------------------|--------------|
| 1. Title I & Title II | 3. Migrant   |
| 2. SCE                | 4. Bilingual |

**Pharr-San Juan-Alamo Independent School District  
INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST  
Arnoldo Cantu Sr. Elementary  
2015-2016 School Year**

<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?	<u>X</u>	___	<u>pg. 6-14</u>
2. Did the needs assessment obtain feedback from all the stakeholders?	<u>X</u>	___	<u>pg. 32-75</u>
3. Are the campus plan and the district plan mutually supportive?	<u>X</u>	___	<u>pg. 32-75</u>
4. Does the campus plan contain long-range goals that support the district goals?	<u>X</u>	___	<u>pg. 32-75</u>
5. Does the campus plan contain annual objectives? (Copy of Projection Scores Chart should be included as an appendix.)	<u>X</u>	___	<u>pg. 32-75</u>
6. Are the objectives written in measurable terms?	<u>X</u>	___	<u>pg. 32-75</u>
7. Do the objectives address the Academic Excellence indicators?	<u>X</u>	___	<u>pg. 32-75</u>
8. Are the initiatives, strategies, and activities designed to achieve the campus goals and objectives?	<u>X</u>	___	<u>pg. 32-75</u>
9. Are the needs of special populations addressed, by subgroup, in the plan?	<u>X</u>	___	<u>pg. 32-75</u>
10. Have timelines been established to accomplish the initiatives, strategies, and activities	<u>X</u>	___	<u>pg. 32-75</u>
11. Have resources been allocated to support the initiatives, strategies, and activities?	<u>X</u>	___	<u>pg. 32-75</u>
12. Have persons responsible for leading, coordinating, and completing the tasks been designated?	<u>X</u>	___	<u>pg. 32-75</u>
13. Is staff development to carry out the initiatives, strategies and activities included in the plan?	<u>X</u>	___	<u>pg. 32-75</u>
14. Does the campus plan include formative evaluations?	<u>X</u>	___	<u>pg. 32-75</u>
15. Does the campus plan include summative evaluations?	<u>X</u>	___	<u>pg. 32-75</u>
16. For your T-I Schoolwide campus, does the plan include:			
• Reform strategies that are research-based and provide opportunities for all children to meet the state's proficient and advanced levels for student performance?	<u>X</u>	___	<u>pg. 32-75</u>



**Integrated Campus Plan Checklist, p.2**

**Campus: \_\_Arnoldo Cantu Sr. Elementary**

**School Year: 2015-2016**

- 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?  \_\_\_ pg. 32-75
- Strategies for attracting highly qualified staff?  \_\_\_ pg. 73-75
- 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?  \_\_\_ pg. 73-75
- Professional development: activities designed to improve the teaching of academic subjects and enable all students to pass STAAR?  \_\_\_ pg. 40-41
- Parental involvement: strategies that strengthen both the quality and quantity of parent and family involvement in the schoolwide program, including development/review of home/school compacts and literacy programs?  \_\_\_ pg. 52-56
- Transition of Preschool children: a description of how elementary programs ensure a smooth transition from early childhood programs such as Head Start Even Start?  \_\_\_ pg. 54
- Strategies to ensure coordination of federal, state, and local services and programs, and integration with the schoolwide program.  \_\_\_ pg. 32-75
- 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?  \_\_\_ pg. 32-75
- A list of Local, State, and other Federal Programs that will be coordinated and integrated with the schoolwide program?  \_\_\_ Appendix
- 17. Does the campus plan include strategies for violence prevention and intervention?  \_\_\_ pg. 65-72
- 18. Does the campus plan include higher education admissions/financial aid, TEXAS and Teach for Texas grand programs? (high schools) \_\_\_ NO \_\_\_
- 19. Does the campus plan identify the number of FTEs (full-time equivalents) paid out of State Compensatory Education (SCE) funds  \_\_\_ pg. 32-75
- 20. Does the campus plan identify the amount and use of SCE funds?  \_\_\_ Appendix
- 21. Was the Campus Performance Objectives Council (CPOC) involved in the planning process for the campus improvement plan?  \_\_\_ Appendix
- 22. Did the CPOC approve the campus plan, including staff development?  \_\_\_ Nov. 18, 2015  
(Copy of meeting agenda and minutes should be included as an appendix.) (Date)

# Pharr-San Juan-Alamo Independent School District

List of all programs on the elementary campus, including Federal Programs  
2015-2016

Programs that Support Student Achievement	Grade Levels Served							Special Populations Served																			
	Pre-Kinder	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Special Ed.	Recent Immigrant	Bilingual	Migrant	Eco. Disadv.	At-Risk	G/T	SCE	Title I Part A	Title I Migrant	Title II TPTR	Title III (Bil./Immi.)	Title V Innovative	G/T	Special Ed.	State Bilingual	Local	Grant:		
	Reduced Pupil:Teacher Ratio					X	X	X		X	X	X	X	X	X	X											
Paraprofessionals to reinforce instr.	X	X	X					X	X	X	X	X	X	X	X	X							X	X			
Computer Assisted Instruction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X											X	
Music Teacher - .5 of day	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X										X	
Parental Volunteer Program	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X											
Parental Advisory Council	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X											
Extended day tutorials					X	X	X	X	X	X	X	X	X			X											
Extended week tutorials					X	X	X	X	X	X	X	X	X			X											
Res./Content Mastery/Co-teaching			X	X	X	X	X	X															X				
Alignment of Curriculum					X	X	X									X											

**ARNOLDO CANTU SR. ELEMENTARY**  
**School**

**Yvette Mancillas**  
**Principal**



**ARNOLDO CANTU, SR. ELEMENTARY**  
 2900 N. Raul Longoria Road  
 San Juan, Texas 78589



**Tel: (956) 354-2850 E-Fax: (956) 354-3244**

**"With Visions of Great Success"**

**Mrs. Yvette Mancillas  
Principal**

**Mrs. Isela Leal Castilleja  
Assistant Principal**



	<u>Item</u>	<u>Person</u>	<u>Time</u>	<u>Action</u>
I.	McRel	Y. Mancillas	10 min.	Information
II.	Campus Plan	Y. Mancillas	10 min.	Information
III.	Lesson Plans	I. Castilleja	5 min.	Information
IV.	Walk Throughs	Y. Mancillas	5 min.	Discussion
V.	Staff Development Oct. 12, 2015	I. Castilleja	10 min.	Information
VI.	Pack the House Oct. 16, 2015	Y. Mancillas	5 min.	Discussion
VII.	College T-Shirts	Y. Mancillas	5 min.	Discussion
VIII.	Campus ATTD Team Campus Discipline Team	I. Castilleja	5 min.	Discussion
IX.	Accelerated Reading • Fieldtrips	Y. Mancillas	5 min.	Discussion
X.	Audits (Emergency, Safety, Customer Service)	Y. Mancillas	5 min.	Discussion
XI.	Assessment Calendar	I. Castilleja	5 min.	Information
XII.	Golf (5 <sup>th</sup> Grade) November 13 <sup>th</sup> , 16 <sup>th</sup> , & 17 <sup>th</sup>	Y. Mancillas	5 min.	Information
XIII.	Swimming (2 <sup>nd</sup> Grade) February 1 <sup>st</sup> – 4 <sup>th</sup> , 9 <sup>th</sup> – 12 <sup>th</sup>	I. Castilleja	5 min.	Information
XIV.	Software Programs • Think through Math • IStation • Learning.com	Y. Mancillas	5 min.	Information
XV.	Announcements • Sharon Wells – 2 <sup>nd</sup> 6 Weeks	I. Castilleja	10 min.	Information

Campus Performance Objectives Council Meeting Minutes (CPOC)  
A. Cantu Elementary  
September 15, 2015

Mrs. Mancillas called the meeting to order at 4:30 p.m.

- I. McRel (Y. Mancillas)-Self Evaluations and Professional Development Plans due Friday, November 18. I. Castilleja emailed reminder with helpful information to complete both tasks.
- II. Campus Plan (Y. Mancillas)-The campus council members were grouped in pairs to review and revise the campus plan.
- III. Lesson Plans (I. Castilleja)-Memo with scheduled due dates were distributed to members. Lesson plans are due the Monday after every six weeks period ends.
- IV. Walk-Throughs (Y. Mancillas)-Strategies taught at the beginning of the year during staff development (Power Zone and FSGPT) will be looked for during walk-throughs.
- V. October 12<sup>th</sup> Staff Development (I. Castilleja)-4<sup>th</sup> grade including B. Zuniga and L. Kalata will be attending G. Barnabei session. All other pending sessions will be distributed as received.
- VI. Pack the House (Y. Mancillas)-Cantu will support the PSJA ECH football game against Donna on Friday, October 16<sup>th</sup>. Staff members will receive free admission with school I.D. Campus cheerleaders will be performing.
- VII. College T-Shirts (Y. Mancillas)-A. Salinas has sample shirts styles and color for grade levels to choose from by Friday, September 18<sup>th</sup>.
- VIII. Campus ATTD and Discipline Team (I. Castilleja)-Members were assigned for each team and responsibilities were discussed. Brief explanation of ARP was given along with list of ARP students by teacher. ARP students had 18+ absences in 2014-2015. More information will discussed at team meetings.
- IX. AR Fieldtrips (Y. Mancillas)-1<sup>st</sup> six weeks field trip is in the works.
- X. Audit (Y. Mancillas)-Classroom doors should be locked if you will be away for more than 20 minutes. If any doors are open please close them. We have had several ac units breaking down and it is taking up to 7 days to repair. Always walk your students to and

from all places. Office staff has been directed to only send parents to your room if it is your conference period. If parents are dropping off items for their children we will deliver or have teacher/paraprofessional pick them up. Our campus is part of the MTSS-B research project and we must stop all inappropriate behavior that is not safe.

- XI. Assessment Calendar (I. Castilleja)-Calendars were distributed to all members and key dates for STAAR and TELPAS were referenced.
- XII. Golf (Y. Mancillas)-5<sup>th</sup> grade students will have 3 days of golf lessons this school year.
- XIII. Swimming (I. Castilleja)-2<sup>nd</sup> grade students will have 8 days of swimming lessons at the Pharr Aquatic Center this school year.
- XIV. Software Programs (Y. Mancillas)
  - Think Through Math will be used by 3<sup>rd</sup>-5<sup>th</sup> (2x a week)
  - I. Station Reading will be used by PK-5<sup>th</sup> (3x a week)
  - I. Station Math will be used by PK-2<sup>nd</sup> (2x a week)
  - Learning.com (Fridays)
- X. Announcements (I. Castilleja)-Sharon Wells 2<sup>nd</sup> six weeks schedule was distributed to members.

#### Adjourn Meeting

Mrs. Castilleja made the motion to adjourn the meeting. Mrs. Guerra seconded the motion. The motion was voted upon and approved by the committee. Mrs. Mancillas ended the meeting at 6: 00 p.m.



**ARNOLDO CANTU, SR. ELEMENTARY**  
 2900 N. Raul Longoria Road  
 San Juan, Texas 78589

**Tel: (956) 354-2850 E-Fax: (956) 354-3244**



**Mrs. Yvette Mancillas**  
**Principal**

**"With Visions of Great Success"**

**Mrs. Isela Leal Castilleja**  
**Assistant Principal**



**Campus Council Meeting**  
 November 18, 2015

<u>Item</u>	<u>Person</u>	<u>Time</u>	<u>Action</u>
I. Campus Plan Approval	Y. Mancillas	10 min.	Information
II. Disney High School 2 <sup>nd</sup> – 5 <sup>th</sup> Dec. 02, 2015	Y. Mancillas	10 min.	Approval
III. Dr. Ramirez	I. Leal	5 min.	Information
IV. 4 <sup>th</sup> /5 <sup>th</sup> Gr. Fieldtrip Vipers Dec. 17, 2015	Y. Mancillas	10 min.	Discussion
V. Snack Sale Dec. 18, 2015	I. Leal	5 min.	Information
VI. Christmas Picture Dec. 4, 2015	Y. Mancillas	10 min.	Discussion
VII. Christmas Program Dec. 14, 2015	I. Leal	5 min.	Information
VIII. Christmas Dinner/ Goody Week TBA	Y. Mancillas	10 min.	Discussion
IX. Christmas Play	I. Leal	5 min.	Information
X. Attendance	Y. Mancillas	10 min.	Discussion
XI. Tutoring	I. Leal	10 min	Information
XII. AR/Fieldtrip 12/4/15	Y. Mancillas	5 min.	Information
XIII. Thanksgiving Break Shutdown	I. Leal	10 min.	Information

Campus Performance Objectives Council Meeting Minutes (CPOC)  
A. Cantu Elementary  
November 18, 2015

The meeting began at 4:30 with Mrs. Mancillas welcoming all campus council members.

- I. Campus Plan (Y. Mancillas)-The campus council members reviewed and approved the plan for submission.
- II. (Mrs. Mancillas) 2<sup>nd</sup>-5<sup>th</sup> will be attending “Disney High School Musical” play on December 2<sup>nd</sup>. Teachers need to collect money and permission slips.
- III. (I. Castilleja) 3<sup>rd</sup>-5<sup>th</sup> Professional Development (Dr. Ramirez) 5<sup>th</sup>-December 8<sup>th</sup>, 4<sup>th</sup> January, 3<sup>rd</sup> February. Substitutes have already been arranged.
- IV. (Mrs. Mancillas) 4<sup>th</sup>/5<sup>th</sup> will be going on a field trip to see a Vipers game on December 17<sup>th</sup>.
- V. (I. Castilleja) Campus snack sale will be held on December 18<sup>th</sup>. Mrs. Mancillas asked members if they have other suggestions of different items to sell. Mrs. Mancillas also asked for teacher not to encourage students to bring food items that day since we are selling. If parents want to bring items suggest baggies that could be passed out at dismissal time.
- VI. (Y. Mancillas) Christmas Pictures (pre-paid) will be taken on December 4<sup>th</sup>.
- VII. (I. Castilleja) Christmas Program will take place on December 14<sup>th</sup>. PK will perform from 8:45 – 9:45am and Kinder from 9:45 – 10:45am. We will assign paraprofessionals to the entrance doors to hold parents for the Kinder performance.
- VIII. (Y. Mancillas) Christmas Dinner will take place on December 17<sup>th</sup>. Suggestions of restaurants were discussed and Tony Roma’s was selected. Goody week will take place on December 11<sup>th</sup> (PK &K), 14<sup>th</sup> (1<sup>st</sup> & 2<sup>nd</sup>), 15<sup>th</sup> (3<sup>rd</sup> & 4<sup>th</sup>), and 16<sup>th</sup> (5<sup>th</sup> & Office). Coffee will be provided by office. Grade levels must provide juice. Menu items will be discussed with grade level members and will inform office of their selections.
- IX. (I. Castilleja) On December 14<sup>th</sup> the 3<sup>rd</sup>-5<sup>th</sup> grade choir students will perform a Christmas Play. The event will be at 6:00pm in the cafeteria. Popcorn, pickles, and drinks will be sold. The parking lot lights have been requested.

- X. (Y. Mancillas) Our campus received 1st place in attendance for the 1<sup>st</sup> six weeks in our area. District representatives awarded us with a check and banner. J. Carpio asked if movie incentive can be brought back and Y. Mancillas approved for November 20<sup>th</sup>.
- XI. (I. Castilleja) We will meet on November 20<sup>th</sup> to discuss tutoring with 3<sup>rd</sup> -5<sup>th</sup>.
- XII. (Mrs. Mancillas) AR/Fieldtrip will take place on December 4<sup>th</sup>. All staff need to push students to meet their goals.
- XIII. (I. Castilleja) Thanksgiving Shutdown checklist must be completed and turned in to the office.

Mrs. Castilleja made the motion to adjourn the meeting. Mrs. Escamilla seconded the motion. The motion was voted upon and approved by the committee. Mrs. Mancillas ended the meeting at 5: 45 p.m.



**PSJA ISD 2014-2015 SCHOOL YEAR**  
**TITLE 1 - PARENTAL INVOLVMENT SURVEY RESULTS**

<b>Campus</b>	<b>ARNOLD CANTU ELEMENTARY</b>	<b>Number</b>	<b>Percent</b>	<b>14-15</b>
	Total Surveys returned <u>359</u>	<b>Yes</b>	<b>%</b>	Projection- %
<b>1.</b>	Have you ever been invited to an annual Title I meeting?	<u>269</u>	<u>75%</u>	
<b>2.</b>	When would it be most convenient for you to attend the meetings? Day: A. Monday    Time:    G. Morning B. Tuesday     H. Afternoon C. Wednesday    I. Evening D. Thursday E. Friday F. Saturday	<b>2.</b>	<b>A.</b> <u>117</u> <u>33%</u> <b>B.</b> <u>128</u> <u>36%</u> <b>C.</b> <u>114</u> <u>32%</u> <b>D.</b> <u>104</u> <u>29%</u> <b>E.</b> <u>82</u> <u>23%</u> <b>F.</b> <u>53</u> <u>15%</u> <b>G.</b> <u>180</u> <u>50%</u> <b>H.</b> <u>80</u> <u>22%</u> <b>I.</b> <u>41</u> <u>11%</u>	
<b>3.</b>	What limits your participation in parent meetings?  Lack of: { A. Location B. Language C. Information D. Child care E. Transportation F. Other	<b>3.</b>	<b>A.</b> <u>12</u> <u>3%</u> <b>B.</b> <u>12</u> <u>3%</u> <b>C.</b> <u>10</u> <u>3%</u> <b>D.</b> <u>39</u> <u>11%</u> <b>E.</b> <u>48</u> <u>13%</u> <b>F.</b> <u>50</u> <u>14%</u>	
<b>Have you received information/explanation on the following:</b>				
<b>4.</b>	Student Code of Conduct booklet,	<u>4.</u>	<u>332</u> <u>92%</u>	
<b>5.</b>	Student Confidential Report (TAKS),	<u>5.</u>	<u>281</u> <u>78%</u>	
<b>6.</b>	School Report Card (AEIS),	<u>6.</u>	<u>325</u> <u>91%</u>	
<b>7.</b>	Campus Improvement Plan,	<u>7.</u>	<u>390</u> <u>109%</u>	
<b>8.</b>	No Child Left Behind Act of 2001 (NCLB),	<u>8.</u>	<u>320</u> <u>89%</u>	
<b>9.</b>	The bilingual/English as a Second Language/ dual language Programs, and	<u>9.</u>	<u>320</u> <u>89%</u>	
<b>10.</b>	The District's Parent Involvement Resource Center.	<u>10.</u>	<u>299</u> <u>83%</u>	
<b>11.</b>	The Site-Based Decision Making Committee (CPOC) on your child's campus?	<u>11.</u>	<u>230</u> <u>64%</u>	
<b>12.</b>	Did you receive the Parent/Teacher/Student Compact?	<u>12.</u>	<u>325</u> <u>91%</u>	
<b>13.</b>	Was it explained?	<u>13.</u>	<u>305</u> <u>85%</u>	
<b>14.</b>	Did you receive a copy of the Parent Involvement Policy?	<u>14.</u>	<u>314</u> <u>87%</u>	

**PSJA ISD 2014-2015 SCHOOL YEAR  
TITLE 1 - PARENTAL INVOLVMENT SURVEY RESULTS**

<b>15.</b> Are your Title I Program concerns/questions addressed in a timely manner?	<b>15.</b> <u>320</u> <u>89%</u>
<b>16.</b> Are meetings and training held in a language you can understand?	<b>16.</b> <u>328</u> <u>91%</u>
<b>17.</b> Is information being sent to you in a language you can understand?	<b>17.</b> <u>326</u> <u>91%</u>
<b>18.</b> Have you read school articles in the district's newspaper?	<b>18.</b> <u>295</u> <u>82%</u>
<b>19.</b> Have you heard about our programs on the district's TV channel (17)?	<b>19.</b> <u>302</u> <u>84%</u>

**Were you informed that:**

<b>20.</b> Reading to your child daily is important;	<b>20.</b> <u>339</u> <u>94%</u>
<b>21.</b> Taking your child to the library will improve his reading;	<b>21.</b> <u>338</u> <u>94%</u>
<b>22.</b> Monitoring your child's homework is also important;	<b>22.</b> <u>340</u> <u>95%</u>
<b>23.</b> You should encourage your child to read for fun;	<b>23.</b> <u>339</u> <u>94%</u>
<b>24.</b> You should monitor and limit your child's TV viewing?	<b>24.</b> <u>339</u> <u>94%</u>
<b>25.</b> The teacher keeps you informed of your child's progress.	<b>25.</b> <u>336</u> <u>94%</u>
<b>26.</b> The campus administrator provides you with information on student data & teacher's qualifications.	<b>26.</b> <u>338</u> <u>94%</u>

**In Your Opinion:**

<b>27.</b> Is coming to school everyday important to student achievement?	<b>27.</b> <u>348</u> <u>97%</u>
<b>28.</b> Is your child following the Code of Conduct?	<b>28.</b> <u>342</u> <u>95%</u>
<b>29.</b> Is your child completing homework assignments?	<b>29.</b> <u>342</u> <u>95%</u>
<b>30.</b> Is the school presenting instruction to insure that all students learn?	<b>30.</b> <u>341</u> <u>95%</u>
<b>31.</b> Is the teacher assigning appropriate homework assignments?	<b>31.</b> <u>340</u> <u>95%</u>
<b>32.</b> What do you recommend to increase parent participation in school activities?	<b>32.</b> <u>Comments: parents and children activities, more participation with the principal need to be in meeting with parents, make and take crafts.</u>
<b>33.</b> What type of information/programs would you like for the school to provide for parents to improve student achievement?	<b>33.</b> <b>A.</b> <u>116</u> <u>32%</u>
A. Health Issues	<b>B.</b> <u>128</u> <u>36%</u>
B. Technology	<b>C.</b> <u>38</u> <u>11%</u>
E. Nutrition	<b>D.</b> <u>53</u> <u>15%</u>
F. Make it & Take it Sessions	

**PSJA ISD 2014-2015 SCHOOL YEAR**  
**TITLE 1 - PARENTAL INVOLVMENT SURVEY RESULTS**

C. ESL/GED Classes	G. Other	E. <u>141</u>	<u>39%</u>
D. Social Services		F. <u>79</u>	<u>22%</u>
		G. <u>6</u>	<u>2%</u>

PENTAMATION ENTERPRISES  
 DATE: 12/07/2015  
 TIME: 09:10:48

PHARR-SAN JUAN-ALAMO ISD  
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 1  
 EXPSTALL

SELECTION CRITERIA: expledgr.key\_orgn like '199\_\_1206%' and expledgr.account like '6%'  
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION  
 TOTALED ON: FUND,FUNCTION,ORGANIZATION  
 PAGE BREAKS ON: FUND

FUND - 199 - GENERAL FUND

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
199-11-120-6-11-0-00 663500 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 663900 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 626900 LOCAL-N.SAN JUAN-REGULAR	20,000.00	.00	13,478.70	2,697.54	3,823.76
199-11-120-6-11-0-00 611800 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 614100 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 614300 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 614600 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	2.01	-2.01
199-11-120-6-11-0-00 639900 LOCAL-N.SAN JUAN-REGULAR	6,966.00	466.88	720.52	3,793.97	2,451.51
199-11-120-6-11-0-00 641200 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 649900 LOCAL-N.SAN JUAN-REGULAR	1,000.00	.00	.00	.00	1,000.00
199-11-120-6-11-0-00 649901 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 612100 LOCAL-N.SAN JUAN-REGULAR	3,750.00	.00	.00	.00	3,750.00
199-11-120-6-11-0-00 612500 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 629900 LOCAL-N.SAN JUAN-REGULAR	1,100.00	.00	.00	999.40	100.60
199-11-120-6-11-0-00 639902 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 649700 LOCAL-N.SAN JUAN-REGULAR	4,000.00	.00	.00	394.56	3,605.44
199-11-120-6-11-0-00 649400 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 624900 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 639901 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 632900 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 612199 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 639800 LOCAL-N.SAN JUAN-REGULAR	4,219.00	.00	.00	.00	4,219.00
199-11-120-6-11-0-00 639500 LOCAL-N.SAN JUAN-REGULAR	5,160.00	.00	1,782.60	3,370.78	6.62
199-11-120-6-11-0-00 649800 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 639700 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-00 649500 LOCAL-N.SAN JUAN-REGULAR	.00	.00	.00	.00	.00
199-11-120-6-11-0-DN 632800 LOCAL MAINT LIBRARY BOOK	.00	.00	.00	.00	.00
199-11-120-6-11-0-HB 614600 HOMEBOUND TRS	.00	.00	.00	.00	.00
199-11-120-6-11-0-HB 614300 HOMEBOUND WORKMENS COMP	.00	.00	.00	.00	.00
199-11-120-6-11-0-HB 614100 HOMEBOUND FI CA	.00	.00	.00	.00	.00
199-11-120-6-11-0-HB 611800 HOMEBOUND EXTRA DUTY PAY	.00	.00	.00	.00	.00
199-11-120-6-11-0-MS 621900 LOCAL MAINT OTHER PROFES	.00	.00	.00	.00	.00
199-11-120-6-11-0-MS 631900 LOCAL MAINT OTHER SUPPLI	.00	.00	.00	.00	.00
199-11-120-6-11-0-PE 639900 CANTU ELEMENTARY GENERAL	1,100.00	.00	.00	.00	1,100.00
199-11-120-6-11-0-SM 626900 LOCAL EQUIPMENT RENTAL &	.00	.00	.00	.00	.00
199-11-120-6-11-E-RT 629900 LOCAL E-RATE OTHER CONT	.00	.00	.00	.00	.00
199-11-120-6-11-E-RT 639801 LOCAL E-RATE CAPITAL OUT	.00	.00	.00	.00	.00
199-11-120-6-24-0-EC 632900 LOCAL - NORTH SANJUAN EL	.00	.00	.00	.00	.00
199-11-120-6-24-0-EC 639900 LOCAL - NORTH SANJUAN EL	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	47,295.00	466.88	15,981.82	11,258.26	20,054.92
TOTAL FUNCTION - INSTRUCTIONAL	47,295.00	466.88	15,981.82	11,258.26	20,054.92
199-12-120-6-99-0-00 639900 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00

PENTAMATION ENTERPRISES  
 DATE: 12/07/2015  
 TIME: 09:10:48

PHARR-SAN JUAN-ALAMO ISD  
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 2  
 EXPSTALL

SELECTION CRITERIA: expledgr.key\_orgn like '199\_\_1206%' and expledgr.account like '6%'  
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION  
 TOTALED ON: FUND,FUNCTION,ORGANIZATION  
 PAGE BREAKS ON: FUND

FUND - 199 - GENERAL FUND

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
199-12-120-6-99-0-00 614600 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 612100 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 649900 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 641100 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 611800 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 612900 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 614100 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 614200 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 614300 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 614500 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 632900 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 639800 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 639700 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 639500 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 632800 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 611200 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 614400 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 624900 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 649400 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-00 623900 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-12-120-6-99-0-DN 632800 LOCAL MAINTENANCE LIBRAR	.00	.00	.00	.00	.00
199-12-120-6-99-0-LI 632801 LOCAL-NORTH SAN JUAN-LIB	3,123.00	.00	499.04	1,508.05	1,115.91
199-12-120-6-99-0-LI 639501 LOCAL-NORTH SAN JUAN-LIB	.00	.00	.00	.00	.00
199-12-120-6-99-0-LI 639900 LOCAL-NORTH SAN JUAN-LIB	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	3,123.00	.00	499.04	1,508.05	1,115.91
TOTAL FUNCTION - INST RESOURCES/MEDIA SERV	3,123.00	.00	499.04	1,508.05	1,115.91
199-13-120-6-11-0-00 639900 GENERAL SUPPLIES	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 639900 LOCAL MAINT GENERAL SUPP	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 614600 LOCAL MAINT TRS	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 641100 LOCAL MAINT TRAVEL- EMPL	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 612100 LOCAL MAINT SUPPLEMENTAL	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 621900 LOCAL MAINT OTHER PROFES	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 629100 LOCAL MAINT CONSULTING S	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 614300 LOCAL MAINT WORKMENS COM	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 614100 LOCAL MAINT FICA	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 611800 LOCAL MAINT EXTRA DUTY P	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 649800 LOCAL MAINT FEES AND DUE	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 623900 LOCAL MAINT ESC SERVICE (	.00	.00	.00	.00	.00
199-13-120-6-99-0-00 649700 LOCAL MAINT FOOD/SNACKS	300.00	.00	.00	181.81	118.19
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	300.00	.00	.00	181.81	118.19
TOTAL FUNCTION - CURRICULUM & INSTRUCT.DEV	300.00	.00	.00	181.81	118.19

PENTAMATION ENTERPRISES  
 DATE: 12/07/2015  
 TIME: 09:10:48

PHARR-SAN JUAN-ALAMO ISD  
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 3  
 EXPSTAll

SELECTION CRITERIA: expledgr.key\_orgn like '199\_1206%' and expledgr.account like '6%'  
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION  
 TOTALED ON: FUND,FUNCTION,ORGANIZATION  
 PAGE BREAKS ON: FUND

FUND - 199 - GENERAL FUND

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
199-21-120-6-99-0-00 639910 LOCAL INST ADM GENERAL S	.00	.00	.00	.00	.00
199-21-120-6-99-0-00 639800 LOCAL INST ADM TECHNOLOG	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	.00	.00	.00	.00	.00
TOTAL FUNCTION - INSTRUCTIONAL LEADERSHIP	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 639800 LOCAL MAINT- TECHNOLOGY	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 612199 LOCAL MAINT- SALARIES	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 649800 LOCAL MAINT- FEES AND DU	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 639700 LOCAL MAINT- COMPUTER SO	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 639500 LOCAL MAINT- FURNITURE A	305.00	229.49	.00	229.49	75.51
199-23-120-6-99-0-00 649500 LOCAL MAINT- FEES AND DU	746.00	.00	.00	746.00	.00
199-23-120-6-99-0-00 641700 LOCAL MAINT- TRAVEL	1,425.00	162.40	.00	386.40	1,038.60
199-23-120-6-99-0-00 629400 LOCAL MAINT- OUTSIDE SER	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 624900 LOCAL MAINT- CONTRACTED	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 623900 LOCAL MAINT- ESC SERVICE	125.00	.00	.00	.00	125.00
199-23-120-6-99-0-00 649700 LOCAL MAINT- FOOD/SNACKS	2,000.00	.00	150.00	702.00	1,148.00
199-23-120-6-99-0-00 614400 LOCAL MAINT- TRS-HS	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 629900 LOCAL MAINT- OTHER CONT	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 611900 LOCAL MAINT- SALARIES -	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 612900 LOCAL MAINT- SALARIES/PA	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 614100 LOCAL MAINT- FICA	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 614200 LOCAL MAINT- EMPLOYEE BE	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 614300 LOCAL MAINT- WORKMENS CO	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 612100 LOCAL MAINT- SUPPLEMENTA	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 641100 LOCAL MAINT- TRAVEL- EMP	2,400.00	.00	721.44	350.00	1,328.56
199-23-120-6-99-0-00 649900 LOCAL MAINT- MISC OPERAT	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 614600 LOCAL MAINT- TRS	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 614500 LOCAL MAINT- UNEMPLOYMEN	.00	.00	.00	.00	.00
199-23-120-6-99-0-00 639900 LOCAL MAINT- GENERAL SUP	424.00	73.93	.00	346.13	77.87
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	7,425.00	465.82	871.44	2,760.02	3,793.54
TOTAL FUNCTION - SCHOOL ADMINISTRATION	7,425.00	465.82	871.44	2,760.02	3,793.54
199-31-120-6-99-0-00 639900 LOCAL-N.S.J.E. GENERAL S	.00	.00	.00	.00	.00
199-31-120-6-99-0-00 614500 LOCAL-N.S.J.E. UNEMPLOYM	.00	.00	.00	.00	.00
199-31-120-6-99-0-00 614600 LOCAL-N.S.J.E. TRS	.00	.00	.00	.00	.00
199-31-120-6-99-0-00 641100 LOCAL-N.S.J.E. TRAVEL- E	.00	.00	.00	.00	.00
199-31-120-6-99-0-00 614300 LOCAL-N.S.J.E. WORKMENS	.00	.00	.00	.00	.00

PENTAMATION ENTERPRISES  
 DATE: 12/07/2015  
 TIME: 09:10:48

PHARR-SAN JUAN-ALAMO ISD  
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 4  
 EXPSTALL

SELECTION CRITERIA: expledgr.key\_orgn like '199\_1206%' and expledgr.account like '6%'  
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION  
 TOTALED ON: FUND,FUNCTION,ORGANIZATION  
 PAGE BREAKS ON: FUND

FUND - 199 - GENERAL FUND

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
199-31-120-6-99-0-00 614200 LOCAL-N.S.J.E. EMPLOYEE	.00	.00	.00	.00	.00
199-31-120-6-99-0-00 611900 LOCAL-N.S.J.E. SALARIES	.00	.00	.00	.00	.00
199-31-120-6-99-0-00 614400 LOCAL-N.S.J.E. TRS-HS	.00	.00	.00	.00	.00
199-31-120-6-99-0-00 649700 LOCAL-N.S.J.E. FOOD/SNAC	950.00	.00	.00	.00	950.00
199-31-120-6-99-0-00 623900 LOCAL-N.S.J.E. ESC SERVI	50.00	.00	50.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	1,000.00	.00	50.00	.00	950.00
TOTAL FUNCTION - GUIDANCE & COUNSELING	1,000.00	.00	50.00	.00	950.00
199-33-120-6-99-0-00 611900 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-33-120-6-99-0-00 614100 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-33-120-6-99-0-00 614200 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-33-120-6-99-0-00 614300 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
199-33-120-6-99-0-00 614500 LOCAL-N. SAN JUAN ELEM.	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	.00	.00	.00	.00	.00
TOTAL FUNCTION - HEALTH SERVICES	.00	.00	.00	.00	.00
199-35-120-6-99-0-00 614300 LOCAL FOOD SERVICE WORKM	.00	.00	.00	.00	.00
199-35-120-6-99-0-00 614100 LOCAL FOOD SERVICE FICA	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	.00	.00	.00	.00	.00
TOTAL FUNCTION - FOOD SERVICES	.00	.00	.00	.00	.00
199-51-120-6-99-0-00 639900 LOCAL-N. SAN JUAN GENERA	.00	.00	.00	.00	.00
199-51-120-6-99-0-00 631900 LOCAL-N. SAN JUAN OTHER	.00	.00	.00	.00	.00
199-51-120-6-99-0-00 639500 LOCAL-N. SAN JUAN FURNIT	.00	.00	.00	.00	.00
199-51-120-6-99-0-EM 625900 LOCAL ENERGY-MANAGEMENT	1,500.00	.00	.00	76.80	1,423.20
199-51-120-6-99-0-EM 625500 LOCAL ENERGY-MANAGEMENT	9,000.00	.00	.00	3,981.72	5,018.28
199-51-120-6-99-0-EM 625700 LOCAL ENERGY-MANAGEMENT	55,000.00	5,120.13	.00	15,694.48	39,305.52
199-51-120-6-99-0-MO 612101 LOCAL-N. SAN JUAN EXTRA	10,000.00	.00	.00	2,316.26	7,683.74
199-51-120-6-99-0-MO 612701 LOCAL-N. SAN JUAN SALARI	110,922.00	.00	89,632.55	22,547.95	-1,258.50
199-51-120-6-99-0-MO 631600 LOCAL-N. SAN JUAN MAINT.	10,000.00	.00	.00	4,541.88	5,458.12
199-51-120-6-99-0-MO 614690 LOCAL-N. SAN JUAN TRS 90	.00	.00	.00	.00	.00
199-51-120-6-99-0-MO 614600 LOCAL-N. SAN JUAN TRS	1,500.00	.00	.00	136.75	1,363.25
199-51-120-6-99-0-MO 612100 LOCAL-N. SAN JUAN SUPPLE	.00	.00	.00	.00	.00
199-51-120-6-99-0-MO 612900 LOCAL-N. SAN JUAN SALARI	.00	.00	.00	.00	.00
199-51-120-6-99-0-MO 614100 LOCAL-N. SAN JUAN FICA	9,250.00	.00	.00	1,876.39	7,373.61
199-51-120-6-99-0-MO 614300 LOCAL-N. SAN JUAN WORKME	1,243.00	.00	1,210.03	325.27	-292.30
199-51-120-6-99-0-MO 614200 LOCAL-N. SAN JUAN EMPLOY	30,000.00	.00	17,856.12	5,251.80	6,892.08

PENTAMATION ENTERPRISES  
 DATE: 12/07/2015  
 TIME: 09:10:48

PHARR-SAN JUAN-ALAMO ISD  
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 5  
 EXPSTA11

SELECTION CRITERIA: expledgr.key\_orgn like '199\_\_1206%' and expledgr.account like '6%'  
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION  
 TOTALED ON: FUND,FUNCTION,ORGANIZATION  
 PAGE BREAKS ON: FUND

FUND - 199 - GENERAL FUND

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
199-51-120-6-99-0-MO 614500 LOCAL-N. SAN JUAN UNEMPL	400.00	.00	.00	.00	400.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	238,815.00	5,120.13	108,698.70	56,749.30	73,367.00
TOTAL FUNCTION - PLANT MAINT & OPERATIONS	238,815.00	5,120.13	108,698.70	56,749.30	73,367.00
199-52-120-6-99-0-00 663500 CANTU ELEMENTARY FURNI &	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	.00	.00	.00	.00	.00
TOTAL FUNCTION - SECURITY & MONITORING SER	.00	.00	.00	.00	.00
199-61-120-6-99-0-00 614100 LOCAL COMMUNITY SERV NSJ	.00	.00	.00	.00	.00
199-61-120-6-99-0-00 614300 LOCAL COMMUNITY SERV NSJ	.00	.00	.00	.00	.00
199-61-120-6-99-0-00 649900 LOCAL COMMUNITY SERV NSJ	300.00	.00	.00	295.50	4.50
199-61-120-6-99-0-00 639900 LOCAL COMMUNITY SERV NSJ	.00	.00	.00	.00	.00
199-61-120-6-99-0-00 612199 LOCAL COMMUNITY SERV NSJ	.00	.00	.00	.00	.00
199-61-120-6-99-0-00 649700 LOCAL COMMUNITY SERV NSJ	300.00	.00	62.00	140.84	97.16
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	600.00	.00	62.00	436.34	101.66
TOTAL FUNCTION - COMMUNITY SERVICES	600.00	.00	62.00	436.34	101.66
TOTAL FUND - GENERAL FUND	298,558.00	6,052.83	126,163.00	72,893.78	99,501.22
TOTAL REPORT	298,558.00	6,052.83	126,163.00	72,893.78	99,501.22



PENTAMATION ENTERPRISES  
 DATE: 12/07/2015  
 TIME: 09:11:30

PHARR-SAN JUAN-ALAMO ISD  
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 1  
 EXPSTAIL

SELECTION CRITERIA: expledgr.key\_orgn like '211\_\_1206%' and expledgr.account like '6%'  
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION  
 TOTALED ON: FUND,FUNCTION,ORGANIZATION  
 PAGE BREAKS ON: FUND

FUND - 211 - TITLE I-REGULAR

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
211-11-120-6-30-0-00 611200 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 611800 T-I REG-N S.JUAN COMP N/	35,500.00	.00	.00	.00	35,500.00
211-11-120-6-30-0-00 611900 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 612100 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 612200 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 612500 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 612900 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 614100 T-I REG-N S.JUAN COMP N/	515.00	.00	.00	.00	515.00
211-11-120-6-30-0-00 614200 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 614300 T-I REG-N S.JUAN COMP N/	480.00	.00	.00	.00	480.00
211-11-120-6-30-0-00 614500 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 614600 T-I REG-N S.JUAN COMP N/	3,502.00	.00	.00	.00	3,502.00
211-11-120-6-30-0-00 614690 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 624900 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 626900 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 629100 T-I REG-N S.JUAN COMP N/	1,750.00	.00	.00	1,750.00	.00
211-11-120-6-30-0-00 629901 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 632900 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 639500 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 639700 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 639800 T-I REG-N S.JUAN COMP N/	13,842.00	.00	.00	13,842.00	.00
211-11-120-6-30-0-00 639900 T-I REG-N S.JUAN COMP N/	33,386.00	.00	11,769.72	18,361.98	3,254.30
211-11-120-6-30-0-00 649400 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 649700 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 649800 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 649900 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-11-120-6-30-0-00 663500 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	88,975.00	.00	11,769.72	33,953.98	43,251.30
TOTAL FUNCTION - INSTRUCTIONAL	88,975.00	.00	11,769.72	33,953.98	43,251.30
211-12-120-6-30-0-00 612100 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-12-120-6-30-0-00 612200 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-12-120-6-30-0-00 612900 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-12-120-6-30-0-00 614100 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-12-120-6-30-0-00 614200 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-12-120-6-30-0-00 614300 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-12-120-6-30-0-00 614500 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-12-120-6-30-0-00 614600 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-12-120-6-30-0-00 614690 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-12-120-6-30-0-00 632800 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-12-120-6-30-0-00 639900 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	.00	.00	.00	.00	.00

PENTAMATION ENTERPRISES  
 DATE: 12/07/2015  
 TIME: 09:11:30

PHARR-SAN JUAN-ALAMO ISD  
 DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 2  
 EXPSTALL

SELECTION CRITERIA: expledgr.key\_orgn like '211\_1206%' and expledgr.account like '6%'  
 ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION  
 TOTALED ON: FUND,FUNCTION,ORGANIZATION  
 PAGE BREAKS ON: FUND

FUND - 211 - TITLE I-REGULAR

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
TOTAL FUNCTION - INST RESOURCES/MEDIA SERV	.00	.00	.00	.00	.00
211-13-120-6-30-0-00 611200 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-13-120-6-30-0-00 611800 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-13-120-6-30-0-00 612100 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-13-120-6-30-0-00 614100 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-13-120-6-30-0-00 614300 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-13-120-6-30-0-00 614600 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-13-120-6-30-0-00 621900 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-13-120-6-30-0-00 623900 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-13-120-6-30-0-00 629100 TITLE I - NORTH SAN JUAN	3,375.00	.00	375.00	3,000.00	.00
211-13-120-6-30-0-00 639900 TITLE I - NORTH SAN JUAN	2,625.00	.00	.00	.00	2,625.00
211-13-120-6-30-0-00 641100 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-13-120-6-30-0-00 649700 TITLE I - NORTH SAN JUAN	.00	.00	.00	.00	.00
211-13-120-6-30-0-IC 611900 CANTU ELEMENTARY SALARIE	15,707.00	.00	.00	2,805.62	12,901.38
211-13-120-6-30-0-IC 614100 CANTU ELEMENTARY FICA	228.00	.00	.00	40.23	187.77
211-13-120-6-30-0-IC 614200 CANTU ELEMENTARY EMPLOYE	1,707.00	.00	.00	131.28	1,575.72
211-13-120-6-30-0-IC 614300 CANTU ELEMENTARY WORKMEN	213.00	.00	.00	37.87	175.13
211-13-120-6-30-0-IC 614500 CANTU ELEMENTARY UNEMPLO	45.00	.00	.00	.00	45.00
211-13-120-6-30-0-IC 614600 CANTU ELEMENTARY TRS	1,548.00	.00	.00	265.13	1,282.87
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	25,448.00	.00	375.00	6,280.13	18,792.87
TOTAL FUNCTION - CURRICULUM & INSTRUCT.DEV	25,448.00	.00	375.00	6,280.13	18,792.87
211-23-120-6-30-0-00 641100 TITLE I - REGULAR TRAVEL	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	.00	.00	.00	.00	.00
TOTAL FUNCTION - SCHOOL ADMINISTRATION	.00	.00	.00	.00	.00
211-61-120-6-30-0-00 612900 T-I REG-N S.JUAN COMP N/	12,094.00	.00	9,084.12	2,018.70	991.18
211-61-120-6-30-0-00 614100 T-I REG-N S.JUAN COMP N/	926.00	.00	.00	151.18	774.82
211-61-120-6-30-0-00 614200 T-I REG-N S.JUAN COMP N/	3,414.00	.00	2,363.23	525.18	525.59
211-61-120-6-30-0-00 614300 T-I REG-N S.JUAN COMP N/	164.00	.00	122.64	27.26	14.10
211-61-120-6-30-0-00 614500 T-I REG-N S.JUAN COMP N/	45.00	.00	.00	.00	45.00
211-61-120-6-30-0-00 614600 T-I REG-N S.JUAN COMP N/	1,192.00	.00	.00	168.57	1,023.43
211-61-120-6-30-0-00 639700 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-61-120-6-30-0-00 639900 T-I REG-N S.JUAN COMP N/	250.00	.00	.00	.00	250.00
211-61-120-6-30-0-00 641100 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-61-120-6-30-0-00 641700 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
211-61-120-6-30-0-00 641900 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00

PENTAMATION ENTERPRISES  
DATE: 12/07/2015  
TIME: 09:11:30

PHARR-SAN JUAN-ALAMO ISD  
DETAIL EXPENDITURE STATUS REPORT

PAGE NUMBER: 3  
EXPST11

SELECTION CRITERIA: expledgr.key\_orgn like '211\_\_1206%' and expledgr.account like '6%'  
ACCOUNTING PERIOD: 4/16

SORTED BY: FUND,FUNCTION,ORGANIZATION  
TOTALLED ON: FUND,FUNCTION,ORGANIZATION  
PAGE BREAKS ON: FUND

FUND - 211 - TITLE I-REGULAR

ORGANIZATION / ACCOUNT / TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
211-61-120-6-30-0-00 649700 T-I REG-N S.JUAN COMP N/	250.00	.00	.00	.00	250.00
211-61-120-6-30-0-00 649900 T-I REG-N S.JUAN COMP N/	.00	.00	.00	.00	.00
TOTAL ORGANIZATION - NORTH SAN JUAN ELEM	18,335.00	.00	11,569.99	2,890.89	3,874.12
TOTAL FUNCTION - COMMUNITY SERVICES	18,335.00	.00	11,569.99	2,890.89	3,874.12
TOTAL FUND - TITLE I-REGULAR	132,758.00	.00	23,714.71	43,125.00	65,918.29
TOTAL REPORT	132,758.00	.00	23,714.71	43,125.00	65,918.29

**TEXAS EDUCATION AGENCY**  
**2015 Accountability Summary**  
 ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD

**Accountability Rating**

**Met Standard**

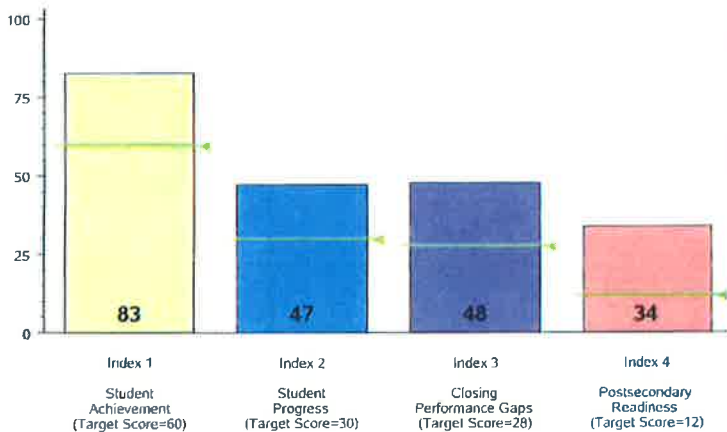
<b>Met Standards on</b> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	<b>Did Not Meet Standards on</b> - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4	

**Distinction Designation**



<b>Academic Achievement in Reading/ELA</b> DISTINCTION EARNED
<b>Academic Achievement in Mathematics</b> NOT ELIGIBLE
<b>Academic Achievement in Science</b> DISTINCTION EARNED
<b>Academic Achievement in Social Studies</b> NOT ELIGIBLE
<b>Top 25 Percent Student Progress</b> DISTINCTION EARNED
<b>Top 25 Percent Closing Performance Gaps</b> DISTINCTION EARNED
<b>Postsecondary Readiness</b> DISTINCTION EARNED

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	690 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	84.8
Percent English Language Learners	41.2
Mobility Rate	15.3

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	367	444	83
2 - Student Progress	282	600	47
3 - Closing Performance Gaps	287	600	48
4 - Postsecondary Readiness			
STAAR Score	34.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		34

**State System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	12 out of 12 = 100%
Participation Rates	4 out of 4 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>16 out of 16 = 100%</b>

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

**TEXAS EDUCATION AGENCY**  
**2015 Index 1: Student Achievement Calculation Report**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Phase-in Satisfactory Standard	Index Points
# at Phase-in Satisfactory Standard ‡	224	0	78	65	0	367		
Total Tests	269	0	87	88	0	444	83	83
<b>Index 1 Score (Target = 60)</b>								<b>83</b>

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Index 1: Student Achievement Data Table**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2015 STAAR Performance ‡</b>											
<b>All Subjects</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	83%	*	83%	*	-	-	-	-	100%	81%	78%
Number of Tests											
# at Phase-in Satisfactory Standard	367	*	364	*	-	-	-	-	9	290	140
Total Tests	444	*	441	*	-	-	-	-	9	360	179
<b>Reading</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	83%	*	83%	*	-	-	-	-	100%	81%	81%
Number of Tests											
# at Phase-in Satisfactory Standard	224	*	222	*	-	-	-	-	6	178	91
Total Tests	269	*	267	*	-	-	-	-	6	220	113
<b>Mathematics</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-
<b>Writing</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	90%	-	90%	-	-	-	-	-	*	89%	88%
Number of Tests											
# at Phase-in Satisfactory Standard	78	-	78	-	-	-	-	-	*	66	30
Total Tests	87	-	87	-	-	-	-	-	*	74	34
<b>Science</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	74%	-	74%	*	-	-	-	-	*	70%	59%
Number of Tests											
# at Phase-in Satisfactory Standard	65	-	**	*	-	-	-	-	*	46	19
Total Tests	88	-	**	*	-	-	-	-	*	66	32
<b>Social Studies</b>											
Percent of Tests											
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Index 2: Student Progress Calculation Report**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

**Overall Progress (All Subjects) ‡**

<b>STAAR Weighted Progress Rate</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Special Ed</b>	<b>ELL (Current &amp; Monitored)</b>	<b>Total Points</b>	<b>Maximum Points</b>
Number of Tests	213		212							113		
# Met or Exceeded Progress	138		137							83		
# Exceeded Progress	51		51							35		
% Met or Exceeded Progress	65		65							73		
% Exceeded Progress	24		24							31		
<b>Total</b>	<b>89</b>		<b>89</b>							<b>104</b>	<b>282</b>	<b>600</b>
<b>Index 2 Score (Target = 30)</b>												<b>47</b>

Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Index 2: Student Progress Data Table**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>2015 STAAR Performance ‡</b>											
<b>All Subjects</b>											
Number of Tests	213	-	**	*	-	-	-	-	-	113	105
# Met or Exceeded Progress	138	-	**	*	-	-	-	-	-	83	n/a
# Exceeded Progress	51	-	**	*	-	-	-	-	-	35	n/a
% Met or Exceeded Progress	65%	-	65%	*	-	-	-	-	-	73%	n/a
% Exceeded Progress	24%	-	24%	*	-	-	-	-	-	31%	n/a
<b>Reading</b>											
Number of Tests	201	-	**	*	-	-	-	-	*	101	93
# Met or Exceeded Progress	128	-	**	*	-	-	-	-	*	73	n/a
# Exceeded Progress	47	-	**	*	-	-	-	-	*	31	n/a
% Met or Exceeded Progress	64%	-	64%	*	-	-	-	-	*	72%	n/a
% Exceeded Progress	23%	-	24%	*	-	-	-	-	*	31%	n/a
<b>Mathematics</b>											
Number of Tests	-	-	-	-	-	-	-	-	-	-	n/a
# Met or Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
# Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
% Met or Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
% Exceeded Progress	-	-	-	-	-	-	-	-	-	-	n/a
<b>Writing</b>											
Number of Tests	*	-	*	-	-	-	-	-	-	*	*
# Met or Exceeded Progress	*	-	*	-	-	-	-	-	-	*	n/a
# Exceeded Progress	*	-	*	-	-	-	-	-	-	*	n/a
% Met or Exceeded Progress	*	-	*	-	-	-	-	-	-	*	n/a
% Exceeded Progress	*	-	*	-	-	-	-	-	-	*	n/a

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.



**TEXAS EDUCATION AGENCY**  
**2015 Index 3: Closing Performance Gaps Calculation Report**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

**Overall Performance ‡**

<b>STAAR Weighted Performance Rate</b>	<b>Econ Disadv</b>	<b>Total Points</b>	<b>Maximum Points</b>
Reading	102	102	200
Mathematics	0	0	0
Writing	109	109	200
Science	76	76	200
Social Studies	0	0	0
<b>Total</b>		<b>287</b>	<b>600</b>
<b>Index 3 Score (Target = 28)</b>			<b>48</b>

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Index 3: Closing Performance Gaps Calculation Report**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

**Reading Performance**

<b>STAAR Weighted Performance Rate ‡</b>	<b>Econ Disadv</b>	<b>Total Points</b>	<b>Maximum Points</b>
Number of Tests	220		
# Phase-in Satisfactory Standard	178		
# Advanced Standard	47		
% Phase-in Satisfactory Standard	81		
% Advanced Standard	21		
<b>Reading Weighted Performance Rate</b>	<b>102</b>	<b>102</b>	<b>200</b>

**Mathematics Performance**

<b>STAAR Weighted Performance Rate ‡</b>	<b>Econ Disadv</b>	<b>Total Points</b>	<b>Maximum Points</b>
Number of Tests			
# Phase-in Satisfactory Standard			
# Advanced Standard			
% Phase-in Satisfactory Standard			
% Advanced Standard			
<b>Mathematics Weighted Performance Rate</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Writing Performance**

<b>STAAR Weighted Performance Rate ‡</b>	<b>Econ Disadv</b>	<b>Total Points</b>	<b>Maximum Points</b>
Number of Tests	74		
# Phase-in Satisfactory Standard	66		
# Advanced Standard	15		
% Phase-in Satisfactory Standard	89		
% Advanced Standard	20		
<b>Writing Weighted Performance Rate</b>	<b>109</b>	<b>109</b>	<b>200</b>

Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Index 3: Closing Performance Gaps Calculation Report**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

**Science Performance**

STAAR Weighted Performance Rate ‡	Econ Disadv	Total Points	Maximum Points
Number of Tests	66		
# Phase-in Satisfactory Standard	46		
# Advanced Standard	4		
% Phase-in Satisfactory Standard	70		
% Advanced Standard	6		
<b>Science Weighted Performance Rate</b>	<b>76</b>	<b>76</b>	<b>200</b>

**Social Studies Performance**

STAAR Weighted Performance Rate ‡	Econ Disadv	Total Points	Maximum Points
Number of Tests			
# Phase-in Satisfactory Standard			
# Advanced Standard			
% Phase-in Satisfactory Standard			
% Advanced Standard			
<b>Social Studies Weighted Performance Rate</b>	<b>0</b>	<b>0</b>	<b>0</b>

Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Index 3: Closing Performance Gaps Data Table**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	
<b>2014 STAAR Performance - Used for Determining Lowest Performing Racial/Ethnic Group(s)</b>								
<b>All Subjects</b>								
Percent of Tests								
% Phase-in Satisfactory Standard	-	82%	-	-	-	-	-	-
Number of Tests								
Total Tests	-	803	*	-	*	-	-	-
<b>Reading</b>								
Number of Tests								
Total Tests	-	297	*	-	*	-	-	-
<b>Mathematics</b>								
Number of Tests								
Total Tests	-	299	*	-	*	-	-	-
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>2015 STAAR Performance ‡</b>								
<b>Reading</b>								
Percent of Tests								
% Phase-in Satisfactory Standard	*	83%	*	-	-	-	-	-
% Advanced Standard	*	24%	*	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	*	222	*	-	-	-	-	178
# Advanced Standard	*	63	*	-	-	-	-	47
Total Tests	*	267	*	-	-	-	-	220
<b>Mathematics</b>								
Percent of Tests								
% Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
% Advanced Standard	-	-	-	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
# Advanced Standard	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Index 3: Closing Performance Gaps Data Table**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>2015 STAAR Performance ‡</b>								
<b>Writing</b>								
Percent of Tests								
% Phase-in Satisfactory Standard	-	90%	-	-	-	-	-	-
% Advanced Standard	-	18%	-	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	-	78	-	-	-	-	-	66
# Advanced Standard	-	16	-	-	-	-	-	15
Total Tests	-	87	-	-	-	-	-	74
<b>Science</b>								
Percent of Tests								
% Phase-in Satisfactory Standard	-	74%	*	-	-	-	-	-
% Advanced Standard	-	14%	*	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	-	**	*	-	-	-	-	-
# Advanced Standard	-	**	*	-	-	-	-	-
Total Tests	-	**	*	-	-	-	-	-
<b>Social Studies</b>								
Percent of Tests								
% Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
% Advanced Standard	-	-	-	-	-	-	-	-
Number of Tests								
# Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-
# Advanced Standard	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Index 4: Postsecondary Readiness Calculation Report**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

Overall Performance	Score	Weight	Total Points
STAAR Postsecondary Readiness ‡	34.0	100%	34.0
<b>Index 4 Score (Target = 12)</b>			<b>34</b>

Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max Points
<b>STAAR Postsecondary Readiness Standard ‡</b>												
STAAR Postsecondary Readiness	34%		34%								68.0	200
STAAR Postsecondary Readiness Standard Score												<b>34.0</b>

For more information on Index 4 calculations (annual dropout rate conversions or AEA bonus point calculations) see the 2015 Accountability Manual. Blank cells above represent student group indicators that do not meet the minimum size criteria.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Index 4: Postsecondary Readiness Data Table**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
<b>2015 STAAR Postsecondary Readiness ‡</b>										
% Meeting Postsecondary Readiness Standard	34%	*	34%	*	-	-	-	-	n/a	n/a
# Meeting Postsecondary Readiness Standard	71	*	69	*	-	-	-	-	n/a	n/a
Total Students Tested	206	*	204	*	-	-	-	-	n/a	n/a
<b>4-Year Graduation Rate (Gr 9-12): Class of 2014</b>										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2013</b>										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12): SY 2013-14</b>										
% Dropped Out	-	-	-	-	-	-	-	-	-	-
# Dropped Out	-	-	-	-	-	-	-	-	-	-
# of Students	-	-	-	-	-	-	-	-	-	-
<b>Longitudinal RHSP/DAP Graduates: Class of 2014</b>										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
<b>Annual RHSP/DAP Graduates: SY 2013-14</b>										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
<b>College and Career Readiness: SY 2013-14</b>										
% College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 State System Safeguards - Status Report**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status ‡</b>															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						Y		Y		4	4	100
Mathematics													0	0	
Writing	Y		Y						Y		Y		4	4	100
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
<b>Total</b>													<b>12</b>	<b>12</b>	<b>100</b>
<b>Participation Status ‡</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y			Y	4	4	100
Mathematics													0	0	
<b>Total</b>													<b>4</b>	<b>4</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met													0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>Overall Total</b>													<b>16</b>	<b>16</b>	<b>100</b>

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.



**TEXAS EDUCATION AGENCY**  
**2015 State System Safeguards - Performance and Participation Data Table**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates ‡</b>												
<b>Reading</b>												
# at Phase-in Satisfactory Standard	224	*	222	*	-	-	-	-	178	6	101	n/a
Total Tests	269	*	267	*	-	-	-	-	220	6	123	113
% at Phase-in Satisfactory Standard	83%	*	83%	*	-	-	-	-	81%	100%	82%	n/a
<b>Mathematics</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Writing</b>												
# at Phase-in Satisfactory Standard	78	-	78	-	-	-	-	-	66	*	34	n/a
Total Tests	87	-	87	-	-	-	-	-	74	*	38	34
% at Phase-in Satisfactory Standard	90%	-	90%	-	-	-	-	-	89%	*	89%	n/a
<b>Science</b>												
# at Phase-in Satisfactory Standard	65	-	**	*	-	-	-	-	46	*	23	n/a
Total Tests	88	-	**	*	-	-	-	-	66	*	36	32
% at Phase-in Satisfactory Standard	74%	-	74%	*	-	-	-	-	70%	*	64%	n/a
<b>Social Studies</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates ‡</b>												
<b>Reading: 2014-2015 Assessments</b>												
Number Participating	286	*	284	*	-	-	-	-	236	7	n/a	125
Total Students	286	*	284	*	-	-	-	-	236	7	n/a	125
Participation Rate	100%	*	100%	*	-	-	-	-	100%	100%	n/a	100%
<b>Mathematics: 2014-2015 Assessments</b>												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

**TEXAS EDUCATION AGENCY**  
**2015 State System Safeguards - Graduation Data Table**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

**TEXAS EDUCATION AGENCY**  
**2015 Federal System Safeguards - Status Report**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
<b>Performance Status ‡</b>												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a
<b>Participation Status ‡</b>												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	Y
Mathematics	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	Y
<b>Federal Graduation Status (Target: See Reason Codes)</b>												
Graduation Target Met					n/a	n/a	n/a	n/a			n/a	
Reason Code ***					n/a	n/a	n/a	n/a			n/a	
<b>District: Met Federal Limits on Alternative Assessments</b>												
Reading												
Alternate 1%												
Number Proficient												
Total Federal Cap Limit												
Mathematics												
Alternate 1%												
Number Proficient												
Total Federal Cap Limit												

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a indicates data are not applicable to this report.

**TEXAS EDUCATION AGENCY**  
**2015 Federal System Safeguards - Performance and Participation Data Table**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates ‡</b>												
<b>Reading</b>												
# at Phase-in Satisfactory Standard	224	*	222	*	-	-	-	-	178	6	101	n/a
Total Tests	279	*	277	*	-	-	-	-	229	13	127	117
% at Phase-in Satisfactory Standard	80%	*	80%	*	-	-	-	-	78%	46%	80%	n/a
<b>Mathematics</b>												
# at Phase-in Satisfactory Standard	220	*	218	*	-	-	-	-	174	7	100	n/a
Total Tests	279	*	277	*	-	-	-	-	229	13	127	117
% at Phase-in Satisfactory Standard	79%	*	79%	*	-	-	-	-	76%	54%	79%	n/a
<b>Writing</b>												
# at Phase-in Satisfactory Standard	78	-	78	-	-	-	-	-	66	*	34	n/a
Total Tests	89	-	89	-	-	-	-	-	75	*	39	35
% at Phase-in Satisfactory Standard	88%	-	88%	-	-	-	-	-	88%	*	87%	n/a
<b>Science</b>												
# at Phase-in Satisfactory Standard	65	-	**	*	-	-	-	-	46	*	23	n/a
Total Tests	93	-	**	*	-	-	-	-	71	*	39	35
% at Phase-in Satisfactory Standard	70%	-	70%	*	-	-	-	-	65%	*	59%	n/a
<b>Social Studies</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates ‡</b>												
<b>Reading: 2014-2015 Assessments</b>												
Number Participating	297	*	295	*	-	-	-	-	246	15	n/a	130
Total Students	297	*	295	*	-	-	-	-	246	15	n/a	130
Participation Rate	100%	*	100%	*	-	-	-	-	100%	100%	n/a	100%
<b>Mathematics: 2014-2015 Assessments</b>												
Number Participating	296	*	294	*	-	-	-	-	245	15	n/a	129
Total Students	296	*	294	*	-	-	-	-	245	15	n/a	129
Participation Rate	100%	*	100%	*	-	-	-	-	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAARA and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a indicates data are not applicable to this report.

**TEXAS EDUCATION AGENCY**  
**2015 Federal System Safeguards - Graduation and Federal Limits Data Table**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>District: Met Federal Limits on Alternative Assessments</b>												
<b>Reading</b>												
Number Proficient		n/a										
Total Federal Cap Limit		n/a										
<b>Mathematics</b>												
Number Proficient		n/a										
Total Federal Cap Limit		n/a										

\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).  
 - Indicates there are no students in the group.  
 n/a indicates data are not applicable to this report.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Reading/ELA**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**  
**Campus Type: Elementary**

Indicator ‡	Indicator Score	Quartile
Attendance Rate	98.2%	Q1
Greater Than Expected Student Growth in English Language Arts (ELA)	23%	Q2
Grade 3 Reading Performance (Level III)	22%	Q1
Grade 4 Reading Performance (Level III)	22%	Q1
Grade 4 Writing Performance (Level III)	13%	Q1
Grade 5 Reading Performance (Level III)	22%	Q1
Grade 6 Reading Performance (Level III)		
Grade 7 Reading Performance (Level III)		
Grade 7 Writing Performance (Level III)		
Grade 8 Reading Performance (Level III)		
EOC English I Performance (Level III)		
EOC English II Performance (Level III)		
AP/IB Examination Participation: ELA		
AP/IB Examination Performance: ELA		
SAT/ACT Participation		
SAT Performance: ELA		
ACT Performance: ELA		
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA		
<b>Total Indicators for Reading/ELA</b>		<b>5 of 6</b>

Distinction Campus Outcome: 5 of 6 eligible indicators in the Top Quartile (Q1)

5 of 6 = 83%

Distinction Target: Elementary = 50% or higher

**DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAARA and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Mathematics**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**  
**Campus Type: Elementary**

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Science**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**  
**Campus Type: Elementary**

Indicator ‡	Indicator Score	Quartile
Attendance Rate	98.2%	Q1
Grade 5 Science Performance (Level III)	15%	Q1
Grade 8 Science Performance (Level III)		
EOC Biology Performance (Level III)		
AP/IB Examination Participation: Science		
AP/IB Examination Performance: Science		
ACT Performance: Science		
Advanced/Dual Enrollment Course Completion Rate: Science		
<b>Total Indicators for Science</b>		<b>2 of 2</b>

Distinction Campus Outcome: 5 of 6 eligible indicators in the Top Quartile (Q1)

2 of 2 = 100%

Distinction Target: Elementary = 50% or higher

**DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAAR A and STAAR Alternate 2 are not included in 2015 accountability results.



**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Social Studies**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**  
**Campus Type: Elementary**

This campus is not eligible for this Distinction Designation. See the 2015 Accountability Manual for more information.

**NOT ELIGIBLE**

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Top 25% in Student Progress**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**  
Campus Type: Elementary

Campus Name	District Name	Index 2 Score ‡
1 E B REYNA EL (108912108)	LA JOYA ISD	53
2 ALFONSO RAMIREZ EL (108904129)	EDINBURG CISD	51
3 ESCANDON EL (108904116)	EDINBURG CISD	50
4 WINDSOR VILLAGE EL (101912260)	HOUSTON ISD	50
5 A V CATO EL (220917101)	CASTLEBERRY ISD	49
6 CASTLEBERRY EL (220917102)	CASTLEBERRY ISD	49
7 FARMERS BRANCH EL (057903109)	CARROLLTON-FARMERS BRANCH ISD	49
8 ALFRED SORENSEN EL (108909112)	PHARR-SAN JUAN-ALAMO ISD	47
<b>ARNOLDO CANTU SR EL (108909120)</b>	<b>PHARR-SAN JUAN-ALAMO ISD</b>	<b>47</b>
9 XENIA VOIGT EL (246909106)	ROUND ROCK ISD	46
10 ENRIQUE KIKI CAMARENA EL (108912121)	LA JOYA ISD	45
11 ESCONTRIAS EL (071909111)	SOCORRO ISD	45
12 JOHN MCKEEVER EL (108909101)	PHARR-SAN JUAN-ALAMO ISD	45
13 JUAN N SEGUIN EL (057910128)	GRAND PRAIRIE ISD	44
14 LAURELES EL (031906107)	LOS FRESNOS CISD	44
15 RAUL LONGORIA EL (108909115)	PHARR-SAN JUAN-ALAMO ISD	44
16 ALLEN & WILLIAM ARNOLD EL (108909130)	PHARR-SAN JUAN-ALAMO ISD	43
17 MILTON COOPER EL (101919120)	SPRING ISD	43
18 RIDGEGATE EL (079907116)	FORT BEND ISD	43
19 WALNUT BEND EL (101912253)	HOUSTON ISD	43
20 BAILEY ELEMENTARY (101917101)	PASADENA ISD	42
21 MCAULIFFE EL (108906123)	MCALLEN ISD	42
22 DAVID K SELLARS EL (220905186)	FORT WORTH ISD	41
23 SIDNEY LANIER EXPRESSIVE ARTS VANG (057905173)	DALLAS ISD	41
24 NAVARRO EL (021902113)	BRYAN ISD	40
25 PECK EL (101912217)	HOUSTON ISD	40
26 LEE EL (061901104)	DENTON ISD	39
27 MACARTHUR EL (101910107)	GALENA PARK ISD	38
28 MONTGOMERY EL (101912207)	HOUSTON ISD	38
29 BOOKER T WASHINGTON EL (011902101)	ELGIN ISD	37
30 HANES EL (057912119)	IRVING ISD	37
31 POPHAM EL (227910101)	DEL VALLE ISD	36
32 MANOR EL (227907101)	MANOR ISD	35
33 LAMAR EL (090904105)	PAMPA ISD	34
34 PETERSEN EL (101912265)	HOUSTON ISD	34
35 SEAGOVILLE EL (057905208)	DALLAS ISD	34
36 ELGIN EL (011902102)	ELGIN ISD	32
37 ORR EL (212905114)	TYLER ISD	32
38 J L EVERHART MAGNET EL (092903122)	LONGVIEW ISD	30
39 BLAKE MANOR EL (227907105)	MANOR ISD	29
40 MARTINEZ R EL (101912298)	HOUSTON ISD	24

Top 25% in Student Progress Target = Index 2 Score of 45

**DISTINCTION EARNED**

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Top 25% in Closing Performance Gaps**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**  
Campus Type: Elementary

Campus Name	District Name	Index 3 Score ‡
1 FARMERS BRANCH EL (057903109)	CARROLLTON-FARMERS BRANCH ISD	50
2 WINDSOR VILLAGE EL (101912260)	HOUSTON ISD	50
3 LAURELES EL (031906107)	LOS FRESNOS CISD	49
4 ALFONSO RAMIREZ EL (108904129)	EDINBURG CISD	48
<b>ARNOLDO CANTU SR EL (108909120)</b>	<b>PHARR-SAN JUAN-ALAMO ISD</b>	<b>48</b>
5 ESCANDON EL (108904116)	EDINBURG CISD	48
6 ESCONTRIAS EL (071909111)	SOCORRO ISD	47
7 ENRIQUE KIKI CAMARENA EL (108912121)	LA JOYA ISD	46
8 BAILEY ELEMENTARY (101917101)	PASADENA ISD	44
9 RAUL LONGORIA EL (108909115)	PHARR-SAN JUAN-ALAMO ISD	43
10 ALFRED SORENSEN EL (108909112)	PHARR-SAN JUAN-ALAMO ISD	41
11 MCAULIFFE EL (108906123)	MCALLEN ISD	41
12 ALLEN & WILLIAM ARNOLD EL (108909130)	PHARR-SAN JUAN-ALAMO ISD	40
13 JOHN MCKEEVER EL (108909101)	PHARR-SAN JUAN-ALAMO ISD	40
14 MACARTHUR EL (101910107)	GALENA PARK ISD	40
15 MILTON COOPER EL (101919120)	SPRING ISD	39
16 WALNUT BEND EL (101912253)	HOUSTON ISD	39
17 E B REYNA EL (108912108)	LA JOYA ISD	38
18 SIDNEY LANIER EXPRESSIVE ARTS VANG (057905173)	DALLAS ISD	38
19 CASTLEBERRY EL (220917102)	CASTLEBERRY ISD	37
20 SEAGOVILLE EL (057905208)	DALLAS ISD	37
21 JUAN N SEGUIN EL (057910128)	GRAND PRAIRIE ISD	36
22 NAVARRO EL (021902113)	BRYAN ISD	36
23 PECK EL (101912217)	HOUSTON ISD	36
24 POPHAM EL (227910101)	DEL VALLE ISD	36
25 DAVID K SELLARS EL (220905186)	FORT WORTH ISD	35
26 MANOR EL (227907101)	MANOR ISD	35
27 RIDGEGATE EL (079907116)	FORT BEND ISD	35
28 XENIA VOIGT EL (246909106)	ROUND ROCK ISD	35
29 LAMAR EL (090904105)	PAMPA ISD	34
30 LEE EL (061901104)	DENTON ISD	34
31 HANES EL (057912119)	IRVING ISD	33
32 J L EVERHART MAGNET EL (092903122)	LONGVIEW ISD	33
33 A V CATO EL (220917101)	CASTLEBERRY ISD	30
34 BOOKER T WASHINGTON EL (011902101)	ELGIN ISD	28
35 BLAKE MANOR EL (227907105)	MANOR ISD	27
36 MARTINEZ R EL (101912298)	HOUSTON ISD	26
37 MONTGOMERY EL (101912207)	HOUSTON ISD	26
38 ELGIN EL (011902102)	ELGIN ISD	25
39 ORR EL (212905114)	TYLER ISD	25
40 PETERSEN EL (101912265)	HOUSTON ISD	22

Top 25% in Closing Performance Gaps Target = Index 3 Score of 41

**DISTINCTION EARNED**

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary - Postsecondary Readiness**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**  
**Campus Type: Elementary**

Indicator ‡	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	34%	Q1
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal RHSP/DAP Rate		
College-Ready Graduates		
Advanced/Dual Enrollment Course Completion Rate: Any Subject		
AP/IB Examination Performance: Any Subject		
SAT/ACT Participation		
SAT/ACT Performance		
CTE-Coherent Sequence Graduates		
<b>Total Indicators for Postsecondary Readiness</b>		<b>1 of 1</b>

Evaluation of Campus Outcomes: 1 of 1 eligible indicators in Q1 (Top Quartile)

1 of 1 = 100%

Distinction Target: Elementary = 50% or higher

**DISTINCTION EARNED**

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

**TEXAS EDUCATION AGENCY**  
**2015 Distinction Designation Summary**  
**ARNOLDO CANTU SR EL (108909120) - PHARR-SAN JUAN-ALAMO ISD**  
**Campus Type: Elementary**

Indicator ‡	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	92,688.0	94,390.0	<b>98.2</b>	97.1	Q1
Greater Than Expected Student Growth in English Language Arts (ELA)	47	201	<b>23</b>	25	Q2
Greater Than Expected Student Growth in Mathematics	0	0			
Grade 3 Reading Performance (Level III)	21	94	<b>22</b>	20	Q1
Grade 4 Reading Performance (Level III)	19	86	<b>22</b>	18	Q1
Grade 4 Writing Performance (Level III)	11	87	<b>13</b>	6	Q1
Grade 5 Reading Performance (Level III)	20	89	<b>22</b>	18	Q1
Grade 5 Science Performance (Level III)	13	88	<b>15</b>	9	Q1
Grade 6 Reading Performance (Level III)					
Grade 7 Reading Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
EOC Algebra I Performance (Level III)					
EOC English I Performance (Level III)					
EOC English II Performance (Level III)					
EOC Biology Performance (Level III)					
EOC U.S. History Performance (Level III)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Performance: ELA					
AP/IB Examination Performance: Mathematics					
AP/IB Examination Performance: Science					
AP/IB Examination Performance: Social Studies					
AP/IB Examination Performance: Any Subject					
SAT/ACT Participation					
SAT/ACT Performance					
SAT Performance: ELA					
SAT Performance: Mathematics					
ACT Performance: ELA					
ACT Performance: Mathematics					
ACT Performance: Science					
Index 4 - Percent at STAAR Postsecondary Readiness Standard	71	206	<b>34</b>	31	Q1
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal RHSP/DAP Rate					
College-Ready Graduates					
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA					
Advanced/Dual Enrollment Course Completion Rate: Mathematics					
Advanced/Dual Enrollment Course Completion Rate: Science					
Advanced/Dual Enrollment Course Completion Rate: Social Studies					
Advanced/Dual Enrollment Course Completion Rate: Any Subject					
CTE-Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate2 are not included in 2015 accountability results.