



# **Campus Improvement Plan 2015-2016**

**Drs. Reed & Mock Elementary**  
*Jose C. Montelongo, Principal*

Board Approved:

**Pharr-San Juan-Alamo Independent School District**

**Drs. Reed & Mock Elementary**

# **Mission Statement**

## **2015-2016**

Drs. Reed & Mock Elementary's mission is to provide all learners a high quality academic learning environment to ensure that curriculum is research based, to have highly qualified staff to deliver the curriculum and to set high standards for all learners in two languages.

# **Pharr-San Juan-Alamo Independent School District**

## **Drs. Reed & Mock Elementary**

### ***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.**

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS PLAN: DRS. REED & MOCK ELEMENTARY

2015-2016

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# **I. ORGANIZATION AND MANAGEMENT**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN  
Drs. Reed & Mock Elementary  
2015–2016**

**GOAL AREA: Effective Organization and Management**

**FIVE YEAR GOAL: Drs. Reed & Mock Elementary will have all components of an effective school organization and management system in place.**

**OBJECTIVE: By May 2016, Drs. Reed & Mock Elementary will have developed the initial plan for the development and implementation of an effective school organization and management system.**

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Establish effective campus communication through: ❖ Monthly staff meetings ❖ Grade level chair meetings twice a month ❖ Weekly Grade Level Meetings ❖ SBDM distributes information to staff monthly ❖ Memos/School letters approved & signed by Principal ❖ Online District Newsletter ❖ Online School Monthly Calendar ❖ Students Daily Announcements ❖ Staff Announcements—Email ❖ Staff Reminders-text ❖ Programs on District TV ❖ School Marquee ❖ Staff Bulletin ❖ District Calendar ❖ On-Line Attendance ❖ On-Line Grades ❖ District/Campus Webpage ❖ Online and/or Printed Notices for Events, Fieldtrips, and Activities ❖ Admin & Staff Conferences		Campus Staff	Administration				8/15	5/16	Sign In Sheets
		Grade Level Chairperson Administration	Administration						Sign In Sheets
		Asst. Princ. Administration Administration Counselor/ Grade Level Chairpersons Campus Staff Campus Staff Classroom Teachers Classroom Teachers Grade Level Chairpersons	Administration Administration Administration				8/15	5/16	Records of Memos Copies of Memos
				Letters for the Marquee					Reports



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		IMPLEMENTATION	MONITORING		BEGINNING	ENDING	
Develop and implement a plan to promote and maintain a positive school climate for all staff to include: <ul style="list-style-type: none"> <li>• Staff development on:               <ul style="list-style-type: none"> <li>○ Conflict/Resolution</li> <li>○ CHAMPS</li> <li>○ Staff Civil Rights Program</li> <li>○ Reflection Time</li> <li>○ Sexual Harrassment</li> <li>○ Best Practices/Safety</li> <li>○ Restraining</li> <li>○ Homeland Security Prog</li> <li>○ Others, as needed</li> <li>○ How Teachers can turn data into action</li> <li>○ Summer school june 2016</li> </ul> </li> <li>• Opportunities for equal...               <ul style="list-style-type: none"> <li>○ Representation</li> <li>○ Involvement</li> <li>○ Input at every level of the school management</li> </ul> </li> </ul>		Counselor Counselor Counselor Committee Counselor Safety Committee Selected Staff Safety Committee	Administrators Administrators Administrators Administrators Administrators Administrators Administrators Administrators	Local, State trainings and Staff Development	8/15	5/16	Sign In Sheets/Evaluation Sign In Sheets/Evaluation Sign In Sheets/Evaluation Sign In Sheets/Evaluation Staff Questionnaire Sign In Sheets/Evaluation Sign In Sheets/Evaluation
		Campus Staff	Administration	Title I	8/15	5/16	Sign In Sheets/Evaluation
		Campus Staff	Administration				
		Campus Staff	Administration	Incentives, Trophies	8/15	5/16	Reports  Revised 6-18-15

<ul style="list-style-type: none"> <li>• Identification of individual staff expertise through the use of a questionnaire.</li> <li>• Establish an incentive program to reward teachers for improved student achievements, Attendance, Extra-curricular activities, other <ul style="list-style-type: none"> <li>❖ Plaques/Trophies</li> <li>❖ Announcements</li> <li>❖ Extended Lunch</li> <li>❖ Coupons</li> </ul> </li> <li>• Events for Staff: <ul style="list-style-type: none"> <li>○ Beginning of the year</li> <li>○ Thanksgiving Luncheon</li> <li>○ Christmas Luncheon</li> <li>○ New Year's Breakfast</li> <li>○ End of the Year Luncheon</li> </ul> </li> <li>• Other; Admin &amp; Staff <ul style="list-style-type: none"> <li>○ Pay copy machine invoices/lease</li> <li>○ Black &amp; color ink cartridges for printers</li> <li>○ Instructional supplies</li> <li>○ Print shop requests/printing</li> <li>○ Other</li> <li>○ Promethean lamps/supplies</li> <li>○ Conferences(TEPSA and others as needed or recommended by the district)</li> </ul> </li> </ul>				8/15	5/16	Records of Memos/ Invitations
	Campus Staff	Administration	Breakfast, Luncheons, Incentives	8/15	5/16	
			Title I/SCE/Local	8/15	5/16	
			Title I /Local	8/15	8/16	
			Title I /Local			
			Title I / Local	Title I/Local		
	Campus Staff	Administration	Title I/Local	8/15	6/16	
			Title I/SCE/Local			

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Develop and implement a plan to establish and maintain effective student management: General Student Behavior Rules (in and out of the classroom) need to be stated positively, including: <ul style="list-style-type: none"> <li>❖ Rewards/Consequences</li> <li>❖ Student Responsibility Stressed</li> <li>❖ Life Skills Encouraged</li> <li>❖ Student Empowerment Promoted</li> <li>❖ Social Skills</li> <li>❖ Parental Skills Involvement-Parent Liaison</li> <li>❖ STAARS Program/conferences</li> <li>❖ Emergency Plans &amp; Procedures</li> </ul>	1 <sup>ST</sup> -5 <sup>TH</sup>  PK-5 <sup>th</sup>	Campus Staff	Administration		8/15            5/16	Written Plan	
			Teachers/Staff (Organization Management Committee Members)	Administration	Staff Development,	8/15            5/16	Post Rules in the classrooms and around campus.
			(Organization Management Committee Members)	Administration	Bulletin Boards in English and Spanish		Student Code of Conduct
		(Organization Management Committee Members)	Administration	Title I Posters in English and Spanish		Parent Compact	
		(Organization Management Committee Members, Teachers/Resource)	Administration			Written Plan  Staff/Student Fire drills/Lock down drills	
Develop and implement a plan to establish and maintain effective student management: Promote Positive Student Behavior On Campus at different times of the day: <ul style="list-style-type: none"> <li>• Morning:               <ul style="list-style-type: none"> <li>❖ Hall Reading</li> <li>❖ Accelerated Reading Testing</li> </ul> </li> </ul>		Campus Staff	Administration		8/15            5/16	Written Plan	
		Campus Staff	Administration		8/15            5/16	Supervision AM Duties	

<ul style="list-style-type: none"> <li>❖ Campus Supervision</li> <li>❖ Computer Lab usage</li> <li>❖ Library usage</li> <li>• Lunch Time: <ul style="list-style-type: none"> <li>❖ Cafeteria Rules</li> <li>❖ Playground/Playscape Rules &amp; Consequences</li> <li>❖ Organized Games at Patio</li> </ul> </li> <li>• After School: <ul style="list-style-type: none"> <li>❖ Front of the School Supervision</li> <li>❖ Bus Area Supervision</li> <li>❖ Accelerated Reading Testing / Incentives</li> <li>❖ Library</li> <li>❖ After school clubs</li> </ul> </li> <li>❖ After school team sports</li> </ul>		Campus Staff	Administration	8/15	5/16	Evaluation
		Campus Staff	Administration	9/15	5/16	Supervision Duties Evaluation
	PK-5 <sup>th</sup> 3 <sup>rd</sup> -5 <sup>th</sup>	Staff sponsors Coach & Parent Volunteer	Administration Administration	9/15	5/16	Supervision PM Duties Evaluation  Six weeks Intervention End of the year evaluation w/rewards End of the season Evaluation with rewards

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING		ENDING
<p>Develop and implement a plan for transition of children from Early Childhood Programs to the public school system.</p> <ul style="list-style-type: none"> <li>• Meet with Early Childhood Program staff to plan transition.</li> <li>• Develop a plan for introducing children to school.</li> <li>• New parent Teacher Orientation</li> </ul> <p>Establish a Parent Orientation for PK and K students from home to school:</p> <ul style="list-style-type: none"> <li>▪ Send notes to parents</li> <li>▪ School Announcements</li> <li>▪ Marquee Announcements</li> <li>▪ PSJA /School Website</li> </ul> <p>Develop and implement a plan for transition of students from 5<sup>th</sup> grade to Middle School.</p> <ul style="list-style-type: none"> <li>• Counselors setup orientation meeting with middle school personnel.</li> <li>• Students will be accompanied by counselor to an orientation meeting conducted by middle school personnel.</li> <li>• Students are given the opportunity to select available electives at middle school.</li> </ul>		Campus Staff	Administration	District Brochures & power point presentations			8/15	5/16	Letters to Parents Calendar Notes Announcement Sign in Sheets
		Campus Staff	Administration			8/15	5/16	Letters to Parents Calendar Notes Announcement Sign in Sheets	
		Campus Staff	Administration	Staff Development/ Trainings		8/15	5/16	Letters to Parents Calendar Notes Announcement Sign in Sheets	
		Counselor 5 <sup>th</sup> grade teachers	Administration						

<p>Develop and Implement an effective Regular Educational Two-Way Program and Multicultural Education:</p> <ul style="list-style-type: none"> <li>▪ Class Settings</li> <li>▪ Teacher Trainings</li> <li>▪ Highly Qualified Staff</li> <li>▪ Staff Development</li> </ul> <p>Insure that all migrant students comply with the uniform policy:</p> <ul style="list-style-type: none"> <li>• Establish a payment plan</li> <li>• Issue a “Teach a Student” voucher</li> <li>• Submit request to Migrant Program for funding of uniform</li> <li>• Provide donated used uniforms for needy families who will accept used uniforms</li> </ul>		Campus Staff	Administration	Staff Development/ Trainings  Title I/Local	8/15	5/16	Lesson Plans Curriculum Admin. Evaluation walk thrus CIF Observations
		Campus Staff	Administration	Staff Development/ Trainings	8/15	5/16	
		Counselor	Administration		8/15	5/16	Lesson Plans Curriculum
		Nurse/Coach /Parent Educator	Adminisration				

## **II. STUDENT ACHIEVEMENT: A. READING**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN: DRS. REED & MOCK ELEMENTARY  
2015-2016**

**GOAL AREA:** Improve Student Achievement: Reading

**FIVE-YEAR GOAL:** 90% of all students at Reed and Mock Elementary will achieve Mastery on the state mandatory examinations for Reading.

**OBJECTIVES:** By 5/16, Reed and Mock Elementary students will meet or surpass the state standards for STAAR Reading.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
				FTE'S	RESOURCES	BUDGET	BEGINNING		ENDING
<b><u>READING- ALL STUDENTS</u></b>									
Implement an instructional reading program to meet the needs of all students.	All Students 3 <sup>rd</sup> 83% 4 <sup>th</sup> 70% 5 <sup>th</sup> 92%	Teachers	Principal/ Asst. Princ.	.25	Asst. Princ./Staff	*SCE/Title I	8/15	5/16	Increased number of passing scores on STAAR, STAAR-ALT, TPRI, TEJAS LEE, ITBS, LOGRAMOS VOYAGER, PASSAPORTE
Conduct a Vertical and Horizontal study of the TEKS Standards for Reading		Teachers	Principal/ Asst. Princ.		TEKS				TEKS
Utilize TEKS curriculum.		Teachers	Principal/ Asst. Princ.		McMillan McGraw-Hill Scholastics Voyager/Pasaporte				Lesson Plans
Implement District Reading Program to develop reading skills: • CIF Strategies • PK-Scholastics	All Students K-5th	Teachers	Principal/ Asst. Princ.		Dr. Diana Ramirez Cynthia Gonzales		8/15	5/16 PK-3	Increased number of Passing scores on STAAR, TPRI, TEJAS LEE, ITBS, LOGRAMOS
2 <sup>ND</sup> -5 <sup>TH</sup> Readers Theatre	PK all students	Teachers	Principal/ Asst. Princ.					Student mastery on BOY, MOY, EOY Assessment	



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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING		ENDING
*Provide phonemic awareness instruction -(list strategies, supplies and/or materials) PK-4 <sup>th</sup>	All Students	Teachers	Principal/ Asst. Princ.		SSRW- Eng./Span. Cancionero	School Budget Title I	8/15	5/16	Lesson Plans
*Provide phonics instruction - phonics centers (K-3rd )	All Students	Teachers	Principal/ Asst. Princ.		McMillan McGraw-Hill	SCE	8/15	5/16	Lesson Plans
*Fluency instruction -Flexible grouping (K-2nd) -Level Readers	All Students	Teachers	Principal/ Asst. Princ.		Early Start Program (PreK)				
*Vocabulary instruction -Level Readers -Vocabulary refinement (K-3 <sup>rd</sup> ) -Word Explorer	All Students	Teachers	Principal/ Asst. Princ.			SCE	8/15	5/16	Lesson Plans -TPRI (K-3 <sup>rd</sup> ) -TejasLee
*Text comprehension instruction -Level Readers/Anthology -Use Blooms Taxonomy different level of questioning -Reading Response Journals -Thinking Maps (PK-5 <sup>th</sup> ) -Dr. Diana Ramirez Reading Strategy	All Students	Teachers	Principal/ Asst. Princ.		Title I		8/15	5/16	Lesson Plans -TPRI (K-3 <sup>rd</sup> ) -TejasLee (K-3rd)
Mentoring Minds	“ ” “		Principal/ Asst. Princ.		Title I	SCE			
STAAR Strategy									
Waterford K-2 <sup>nd</sup>	All Students	Teachers	Principal/ Asst. Princ.				8/15	5/16	
Triumphs	“ ” ”								
Reading 180									
Rally Education									
Readers Education	All Students	Teachers			Title I	SCE	8/15	5/16	
	“ “ “	“ “ “			“ “ “	“ “ “			

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING		ENDING
Computer Lab- *Provide Curriculum Night PreK-5th	All Students	Teachers	Principal/ Asst. Princ.					Computer lab schedule Sign in Sheets	
<b>LIBRARY</b> -Use Accelerated Reading program to encourage reading STAAR Reading Program	All Students	Teachers	Principal/ Asst. Princ./ Librarian					AR Points	
Family Nights: Tuesdays and Thursdays	All Students	Host Manager /Parent Educator	Elementary Administrator						
-Saturday Readers									
-Enhance oral language development through music	All Students	Principal	Principal/ Asst. Princ.		Music Teacher		8/15	5/16	Music Class
-Videos from united streaming -Discovery Education, Brainpop	All Students	Principal	Principal/Grade Level Chair/ Asst. Princ.		Diana Ramirez/ -Scholastic -Cynthia Gonzales -Diana Ruiz				Classroom Library
-Provide classroom with a print rich environment									

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
-Provide classroom libraries -Big Books -Magazines -Newspapers -Chapter Book (2nd-5 <sup>th</sup> )	All Students	Teacher	Principal Asst. Princ.						Certificate/Evaluation Form/Sign in Sheet
-Encourage students to read during summer with the Bright Summer Readers Program Readers are Leaders	All Students	Principal/ Asst. Princ.	Principal Asst. Princ.						
-Encourage the use of websites - www. Mighty Book.com - www. Star Fall. Com -www. United Streaming.com -www. Learning.com -www.tickettoread.com -www.mcgrawhill-connected -www.brainpopjr/brainpopespañol	Staff	Teacher	Principal/ Asst. Princ./Grade Level Chair/Coordinator		New Computers	Title I/Local			
Establish continuous Professional staff development In identified areas of need.  -Bilingual -Diana Ramirez -Two-way -GT -Reading -Writing -Cynthia Gonzales -Diana Ruiz	Staff	Principal	Principal/ Asst. Princ./Librarian/ Reading Teacher						

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Implement Reading Program to ensure continuity and consistency of the curriculum: - Have grade level meetings to disseminate information, assure adherence to timelines and curriculum standards, sharing of ideas, analyzing student progress by monitoring fluency program -Epsilen -DMAC  - Use tracking forms to chart student progress, etc.  Utilize Vertical Academic Team to identify and share Effective reading practices *schedule grade level meetings *schedule "cross-grade" level meetings *attend VAT meetings  Use paraprofessionals to reinforce instruction -small group instruction	All Students	Grade Level Chairs/ Committee Chairs	Principal/ Asst. Princ.			*SCE			VAT evaluations
		Teacher	Principal/ Asst. Princ.		Title I/Local	Title I/Local			Agenda/ Minutes of meetings
		Teachers	Principal/ Asst. Princ.	1	*SCE	Title I /Local	Title I /Local		

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p><b>Reading - Migrant</b></p> <p>(Small Group) Reading Intervention Program.</p> <p>Ensure that migrant students, identified on the priority for services report and at risk of failing TPRI (PreK-3<sup>rd</sup>)score, attend extended day instruction on the appropriate subject(s).</p> <p>Ensure that migrant students, identified on the priority for services report, attend STAAR tutoring sessions.</p> <p>Provide additional computer time to students that need it.</p> <p>Tutor or provide reinforcement before, during, or after school in identified area of need</p>	<p>All Migrant Students 80.4%</p>	Teachers	Principal/ Asst. Princ.	1	Salary Material TEKS	T-1			STAAR scores;
		Teacher	Principal/ Asst. Princ.		Supplemental pay and materials	Migrant			TPRI, TEJAS LEE scores participation lists
		Teacher/ Teacher- Aide	Principal Asst. Princ.		Supplemental pay and materials	SCE*			Tutoring attendance for migrants
		Parent Educator					8/15	5/16	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN: DRS. REED & MOCK ELEMENTARY  
2015-2016**

**GOAL AREA:** Improve Student Achievement: Reading

**FIVE-YEAR GOAL:** 90% of all students at Reed and Mock Elementary will achieve Mastery on the state mandatory examinations for Reading.

**OBJECTIVES:** By 5/16, Reed and Mock Elementary students will meet or surpass the state standards for STAAR Reading.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Have parent meetings to explain to migrant parents the need for their children's prompt and regular attendance in school and in extended day and/or tutoring sessions.</p> <p>Use the Two-Way program to implement 50% English and 50% Spanish to all migrants.</p> <p>RIF Books (PreK, K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup>) for each migrant student in these grades.</p>	All Students	Teachers	Principal/ Asst. Princ.				8/15	5/16	Agendas and minutes Sign-in logs
		RIF Department	RIF Clerk/ Librarian						

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN: DRS. REED & MOCK ELEMENTARY  
2015-2016**

**GOAL AREA:** Improve Student Achievement: Reading

**FIVE-YEAR GOAL:** 90% of all students at Reed and Mock Elementary will achieve Mastery on the state mandatory examinations for Reading.

**OBJECTIVES:** By 5/16, Reed and Mock Elementary students will meet or surpass the state standards for STAAR Reading.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<b><u>READING-ECONOMICALLY DIS./AT-RISK</u></b>									
Provide instruction in a reduced pupil-teacher ratio for 1 <sup>st</sup> and 3 <sup>rd</sup> grades improve language arts	ED / AR 3 <sup>rd</sup> 90% 85% 4 <sup>th</sup> 75% 75% 5 <sup>th</sup> 80% 75%	Asst. Princ.	Principal	1		SCE.	8/15	5/16	Class rosters Lesson Plan
Schedule additional computer time before/during school		Teacher	Principal/ Asst. Princ./Comp. Lab Mangr. Two-Way Program Director Librarian						Computer SME lab reports AR points
Schedule additional library before/after school									
Provide Two-Way Program for all At-Risk One way		Teacher	Principal Asst. Princ.						
Provide ARI tutoring									
Science, Local Tutoring, TEIR II, /Voyager, Pasaporte for identified students needing interventions		Teacher	Principal Asst. Princ.		Title II	Title I			Schedule/Lesson Plans
TEIR III 3 <sup>rd</sup> grade		Resource Staff							Sign In Sheets Lesson Plans

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN: DRS. REED & MOCK ELEMENTARY  
2015-2016**

**GOAL AREA:** Improve Student Achievement: Reading

**FIVE-YEAR GOAL:** 90% of all students at Reed and Mock Elementary will achieve Mastery on the state mandatory examinations for Reading.

**OBJECTIVES:** By 5/16, Reed and Mock Elementary students will meet or surpass the state standards for STAAR Reading.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p><b>READING- ELL</b> Implement the state standards TEKS/ELPS</p> <p>Enhance the state adopted Reading Program to develop reading skills</p> <ul style="list-style-type: none"> <li>▪ Implement Cantar, Deletrear, Leer y Escribir</li> <li>▪ Accelerated Reading Program</li> <li>▪ Reading Aloud</li> <li>▪ Cancionero-Hampton Brown PK-K</li> <li>▪ District Time/Process</li> <li>▪ Readers Theater (Spanish)</li> <li>▪</li> </ul> <p>Implement a strong English Oral Language Program to ensure a smooth transition into an English curriculum.</p> <ul style="list-style-type: none"> <li>▪ Use chants, songs, stories</li> <li>▪ Sing, Spell, Read and Write</li> <li>▪ Technology</li> <li>▪ Reach</li> <li>▪ Readers Theater (English)</li> </ul>	<p>3<sup>rd</sup>-88% 4<sup>th</sup>-71% 5<sup>th</sup>-29% ELL Students</p> <p>ELL Students</p> <p>ELL Students</p>	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Admin.</p>	<p>Principal/ Asst. Princ.</p> <p>Principal/ Asst. Princ.</p> <p>Principal/ Asst. Princ.</p> <p>Principal/ Asst. Princ.</p> <p>Principal/ Asst. Princ.</p>		<p>Materials</p> <p>Two-Way Program/</p> <p>Two-Way Program</p>		<p>8/15</p> <p>5/16</p>	<p>STAAR, ITBS, C-SCOPE/LOGRAMOS</p> <p>TPRI / TEJAS LEE report</p> <p>TEKS/ELPS aligned Lesson Plans Student Assess- Lesson Plans Assessments</p>	



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
CAMPUS IMPROVEMENT PLAN: DRS. REED & MOCK ELEMENTARY  
2015-2016**

**GOAL AREA:** Improve Student Achievement: Reading

**FIVE-YEAR GOAL:** 90% of all students at Reed and Mock Elementary will achieve Mastery on the state mandatory examinations for Reading.

**OBJECTIVES:** By 5/16, Reed and Mock Elementary students will meet or surpass the state standards for STAAR Reading.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Provide a literature-rich environment that includes Spanish books in classroom and school library that is available to ELL students	ELL Students	Teacher	Principal/ Asst. Princ.				8/15	5/16	AR Scores- Library Book Inventory
Provide additional tutoring/ reinforcement to students identified at risk of failing K-5 <sup>th</sup> grade (ARI, OEYP)	ELL Students		Principal/ Asst. Princ.						Lesson Plans SME Reports STAAR-Benchmark scores, Report cards, Progress reports
Provide continuous staff development in: <ul style="list-style-type: none"> <li>▪ Data Analyses to identify language proficiency levels</li> <li>▪ ESL strategies</li> <li>▪ Dr. Diana Ramirez (2<sup>nd</sup>- 5<sup>th</sup>)</li> <li>▪ Cynthia Gonzales</li> <li>▪ Dana Center TEKS analyzing</li> </ul>	ELL students	Parent Educator				Title I			
Provide parents with: <ul style="list-style-type: none"> <li>▪ Training and materials to assist students with language development at home</li> <li>▪ ESL instruction</li> </ul>						Title I/SCE			Scheduled meeting Agendas Title I Parental Involvement Evaluation Sign In Sheets
Two-Way strategies and research <ul style="list-style-type: none"> <li>▪ Curriculum Night (PreK-5<sup>th</sup>)</li> </ul>		Teachers							
Provide ELPS training									
					Revised 6-18-15				

## **II. STUDENT ACHIEVEMENT: B. WRITING**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
2015-2016

GOAL AREA: Student Achievement-Writing

FIVE YEAR GOAL: Reed and Mock Elementary will have at least 90% of all 4<sup>th</sup> grade students passing the STAAR Writing Test.

OBJECTIVES: By May 2016, 90% of the students in all subgroup areas will achieve mastery level of 70% or better on the STAAR Writing Test.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
WRITING- ALL STUDENTS Implement a quality instructional program to meet the needs of all students.	All students En/Sp	Teacher	Principal Asst. Princ.				8/15	5/16	STAAR results Benchmarks Teacher grades
Implement the following writing strategies: -literature response -journal writing -proofreading activities -utilize computers for composition/mechanics -grammar/spelling -penmanship -integrate writing across curriculum -R2R Response to Reading -Pictures -CIF Activities -Mentoring Minds *Writing samples: Keep one beginning, middle and end-of-year sample per student	PK-5th  Mid Year School Wide School Benchmark	Teacher	Administration		TEKS for Writing	Title I/Local	8/15	5/16	TEKS alignment
	PK-5 <sup>th</sup> Pk-5th	Teacher Teacher	Admin CIF Strategist Principal/Asst.Princ.						
*Implement a continuous monitoring program: -district benchmarks	4 <sup>th</sup> -District Benchmark	Teacher	Principal/Asst. Princ.				8/15	5/16	Agenda entries Sign in sheets
-grade level meetings to analyze data -conference with students	PK-5th								

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: Student Achievement-Writing

FIVE YEAR GOAL: Reed and Mock Elementary will have at least 90% of all 4<sup>th</sup> grade students passing the STAAR Writing Test.

OBJECTIVES: By May 2016, 90% of the students in all subgroup areas will achieve mastery level of 70% or better on the STAAR Writing Test.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
WRITING- LEP Provide extra reinforcement in the area of: -elaboration -vocabulary development -spelling -grammar -composition -conventions -organization -voice -writing  Utilize the following strategies: -oral language development -Reach -read aloud stories -share oral and picture stories -two-way strategies *language of the day -thinking maps -CIF Activities Strategies  Schedule teacher/parent conferences to discuss writing skills/grammar results/spelling	LEP En/Sp	Teacher / Tutors		Writing Resources	SCE/Title I		8/15	5/16	-TEKS alignment -Writing Samples
					SCE/Title I		8/15	5/16	
	PK-5 <sup>th</sup>	Teacher			SCE/Title I		8/15	5/16	-Parent Contact Logs
	PK-5 <sup>th</sup>	Teacher							

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
2015-2016

GOAL AREA: Student Achievement-Writing

FIVE YEAR GOAL: Reed and Mock Elementary will have at least 90% of all its 4<sup>th</sup> Grade students passing the STAAR tests.

OBJECTIVES: By May 2016, 90% of the students in all subgroup areas will achieve mastery level of 70% or better on the STAAR Writing Test.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>WRITING- Migrant Utilize migrant-funded Teacher/paraprofessional to reinforce/tutor students in writing skills</p> <p>College Tutors</p>	Migrant Eng/Sp.  90%	Teacher / Paraprofessional	Principal	1	Salary	Migrant	8/15	5/16	<p>Schedule for Teacher / Paraprofessional</p> <p>Participant rosters Lesson Plans</p>
<p>Utilize additional writing materials for reinforcement</p>					Writing Resources	T-1	8/15	5/16	Student work
<p>Hold teacher/parent conferences as needed</p>		Teacher	Principal				8/15	5/16	Parent contact logs
<p>WRITING – ECO. Dis. / AT RISK</p>	Eco. Dis. En/Sp 90%								
<p>Schedule tutoring</p>	At – Risk En/Sp 90%	K-5 Teacher/paraprofessional	Principal		Supplemental pay	Title I T-1/SCE			Participant roster

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
 2015-2016

GOAL AREA: Student Achievement-Writing

FIVE YEAR GOAL: Reed and Mock Elementary will have at least 90% of all 4<sup>th</sup> grade students passing the STAAR Writing Test.

OBJECTIVES: By May 2016, 90% of the students in all subgroup areas will achieve mastery level of 70% or better on the STAAR Writing Test.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Provide staff development in writing to include: -Write from the Beginning -William MacDonald  Schedule tutoring and/or extended day/week  Provide continuous training in : -Holistic scoring -Rubrics -Organizers/Thinking Maps -TEA STAAR blueprints for Writing	Pk-5 <sup>th</sup>	Principal Asst. Princ.	Elementary Administration		Consultants	T-1/SCE	8/15	5/16	Sign-in sheets
	PK-5 <sup>th</sup>	Teachers				Title I/SCE			
		Teacher			Supplemental pay	T-1/SCE	8/15	5/16	Participant's list Teacher's schedule
		Asst. Princ.	Principal		Consultants	T-1/SCE	8/15	5/16	Sign in Sheets Certificates of Participation

## **II. STUDENT ACHIEVEMENT: C. MATH**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: Student Achievement-Math

FIVE -YEAR GOAL: Drs. Reed & Mock Elementary will have 90% of all its students passing all STAAR tests.

OBJECTIVES: By May 2016, 90% of the 3<sup>rd</sup>-5<sup>th</sup> graders at Drs. Reed & Mock Elementary in each subgroup will achieve 70% Mastery level on the Math STAAR test or an appropriate state approved testing instrument.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<b><u>MATH - ALL STUDENTS</u></b>									
Utilize Vertical Academic Team to identify and share effective math strategies through	All Students: 3 <sup>rd</sup> – 79 4 <sup>th</sup> – 84 5 <sup>th</sup> – 78	Teachers	Principal/ Asst. Princ.		Early Start Prog. (PK)		9/15	5/16	Agendas/Minutes of meetings
Conduct a Vertical and Horizontal curriculum alignment, grades PreK-5 Sharon Wells Focus Math Mentoring Minds TEKSing Towards STAAR					TEKS		9/15	5/16	TEKS aligned
Provide manipulative materials to help students with math skills. Thinking Maps (Pk-5 <sup>th</sup> ) America math (3 <sup>rd</sup> -5 <sup>th</sup> ) Integrate technology into the curriculum to reinforce and enhance math skills -computer lab NCS (SME) -classroom computers -CD from enVision MATH - Third Party Software -PSJA District website - Waterford K-2 <sup>nd</sup> -ExamGen Tier Intervention Marilyn Burns MathWarm-ups					Math Activities	T-1			Lesson Plans
					Campus Binders	Title I SCE	9/15	5/16	Lesson Plans
					District Binders	T-1/ Local			Lesson Plans
					Manipulatives	Title I/ Local			Lesson Plans Schedule



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: Student Achievement-Math

FIVE -YEAR GOAL: Drs. Reed & Mock Elementary will have 90% of all its students passing all STAAR tests.

OBJECTIVES: By May 2016, 90% of the 3<sup>rd</sup>-5<sup>th</sup> graders at Drs. Reed & Mock Elementary in each subgroup will achieve 70% master level on the Math STAAR test or an appropriate state approved testing instrument.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<b>Provide Staff Development</b>  * Sharon Wells * RGV Math Conference *Thinking Maps *CAMT-Math Conference *Sandra C. Garza	All Students 3 <sup>rd</sup> -83 % 4 <sup>th</sup> -83 % 5 <sup>th</sup> -83 %	Teachers	Principal/Asst. Princ.		Consultants fees	T-II T-I Local	9/15	5/16	Agendas/Minutes Of meetings
	All Students	Teachers	Principal/Asst. Princ.			AMI Local T-1/SCE	9/15	5/16	Staff Development calendar Meeting agendas minutes

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: Student Achievement-Math

FIVE -YEAR GOAL: Drs. Reed & Mock Elementary will have 90% of all its students passing all STAAR tests.

OBJECTIVES: By May 2016, 90% of the 3<sup>rd</sup>-5<sup>th</sup> graders at Drs. Reed & Mock Elementary in each subgroup will achieve 70% mastery level on the Math STAAR test or an appropriate state approved testing instrument.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<b><u>MATH – ELL</u></b>							9/15	5/16	Lesson Plans
Provide conceptual refinement time	LEP 3 <sup>rd</sup> –80% 4 <sup>th</sup> –85% 5 <sup>th</sup> –85%	Teacher	Asst. Princ.		Salary	Bilingual			
Introduce the math concepts in their second language									
Provide ELL students additional computer time based on need		Teacher/Lab Manager	Principal						Computer Lab schedule
Provide tutoring -before/after school/Saturdays -utilize Bilingual strategies -departmentalize/specialized instruction		Teachers	Principal		Voyager Math Ignite	AMI T-1 Local	9/15	5/16	Tutoring Weekly schedules Benchmark scores STAAR Scores
Schedule parent/teacher conferences to discuss student progress -Two-Way Bilingual Program									Parent Contact Log
<b><u>MATH – MIGRANT</u></b>									
Provide instruction with supplemental materials to tutor, reinforce identified students on the priority for services report	Migrant  3 <sup>rd</sup> –80 % 4 <sup>th</sup> –85 % 5 <sup>th</sup> –90%	Teachers	Principal/Asst. Princ.						Increased math scores Lesson Plans

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: Student Achievement-Math

FIVE -YEAR GOAL: Drs. Reed & Mock Elementary will have 90% of all its students passing all STAAR tests.

OBJECTIVES: By May 2016, 90% of the 3<sup>rd</sup>-5<sup>th</sup> graders at Drs. Reed & Mock Elementary in each subgroup will achieve 70% mastery level on the Math STAAR test or an appropriate state approved testing instrument.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p><b><u>MATH – ECO. DIS./AT-RISK</u></b></p> <p>Provide Supplemental math instruction for identified k, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade students</p> <p>Provide students with tutoring and/or extended year program services before/during/after school/Saturdays</p> <p>Reinforce teacher’s instruction in areas of need</p>	ECO. Dis. 3 <sup>rd</sup> –85 % 4 <sup>th</sup> –80% 5 <sup>th</sup> –80 %	Math Resource Teacher	Principal Asst. Princ.				9/15	5/16	Resource teachers schedule, lesson plans
	AT – Risk 3 <sup>rd</sup> –80% 4 <sup>th</sup> –85% 5 <sup>th</sup> –85 %					Title 1 AMI Local			Participant’s Lists for tutoring and OEYP
			Paraprofessionals Resource Teacher	Teacher		Voyager Math Ignite Marilyn Burns			

**II. STUDENT ACHIEVEMENT: D. SPECIAL PROGRAMS /SCIENCE (CONTENT AREAS)**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: Student Achievement-Science

FIVE YEAR GOAL: Reed-Mock will have 90% of all its students passing the 5<sup>th</sup> Grade Science STAAR

OBJECTIVES: By May 2016, 90% of the 5<sup>th</sup> Grade students at Drs. Reed & Mock Elementary will achieve mastery level 75% or above on the Science STAAR Test or an appropriate approved state or district test. (78% for Spanish)

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING		ENDING
<p><b>SCIENCE – ALL STUDENTS</b></p> <p>Implement a comprehensive program to meet the needs of all students</p> <ul style="list-style-type: none"> <li>Science thru literature</li> <li>Focus</li> <li>CIF Strategies(Inst. Coach)</li> <li>Edusmart 3<sup>rd</sup>-5<sup>th</sup> Pilot Program</li> <li>McGraw Hill Reading Essential</li> <li>Curriculum Associates</li> <li>Mentoring Minds</li> </ul> <ul style="list-style-type: none"> <li>Use adopted state materials/ Discovery Works               <ul style="list-style-type: none"> <li>Video</li> <li>Charts</li> <li>Tapes</li> </ul> </li> </ul> <p>Conduct a Vertical and Horizontal study of TEKS standards.</p> <ul style="list-style-type: none"> <li>Integrate science across the curriculum</li> </ul> <p>Science Labs.</p> <ul style="list-style-type: none"> <li>LIVING WITH SCIENCE 3<sup>rd</sup></li> </ul> <p>Schedule 3<sup>rd</sup> – 5<sup>th</sup> grade students to Ignite Learning Assessment ExamGen 3<sup>rd</sup>-5<sup>th</sup></p>	All Students 5 <sup>th</sup>	Teachers	Principal Asst. Princ. Grade level chair		TEKS Equipment Lists		8/15	5/16	Science STAAR administered in 5 <sup>th</sup> Gr. District tests for grade 3 and 4
	All Students	Teachers	Principal Asst. Princ.		Consultant	Grant	8/15	5/16	Sign in Sheet/Obser.
	All Students	Teachers	Stacy Solis			Grant		5/16	
	All Students	Teachers	Principal/ Asst. Princ.		Consultant State Adopted Materials	SCE	8/15	5/16	Observation Lesson Plans
	All Students	Teachers	Principal/ Asst. Princ.			Title 1	8/15	5/16	
	All Students	Teachers	Principal/ Asst. Princ. Grade level chair		Science Lab Materials		8/15	5/16	Observations TEKS Standard Study
	3 <sup>rd</sup> – 5 <sup>th</sup> grade	Teachers	Principal/ Asst. Princ. Grade level chair		TEKS Standards		8/15	5/16	Written Form Science Schedule
	All Students	Teachers	Teacher/Admin. Principal/ Asst. Princ. Grade level chair		LIVING W/ SCIENCE LAB	TITLE 1 \$35,000			Lesson Plans Observation/ Walkthrough

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

**GOAL AREA:** Student Achievement-Science

**FIVE YEAR GOAL:** Reed-Mock will have 90% of all its students passing the Science STAAR Administered in 5<sup>th</sup> grade.

**OBJECTIVES:** By May 2016, 90% of the 5<sup>th</sup> Grade students at Drs. Reed & Mock Elementary will achieve mastery level on the Science STAAR Test or an appropriate approved state or district test.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
-Science Camps K-5 December/April	All Students	Teacher s & Grade Level Chair	Principal/ Asst. Princ.	Science Stations	SCE/Title I	8/15			Computer/Internet Monthly Calendar/ Lesson Plans
Provide use of Internet for research/projects tutoring	All Students		Principal/ Asst. Princ.						Computer
Field Trips (Science) By Grade Level Chair	All Students	Teacher	Principal/ Asst. Princ.	Trans. Dept.		8/15	5/16	Lesson Plans	
Incorporate Science Technology <ul style="list-style-type: none"> <li>• Power point</li> <li>• Discovery Education</li> <li>• Classroom Performance System</li> <li>• Science Websites</li> <li>• Ticket to Read</li> <li>• Mobi</li> <li>• Promethean Board &amp; Flip Charts</li> <li>• Brain Pop Jr</li> <li>• Brain Pop</li> <li>• Brain ESP</li> </ul>	All Students	Teachers	Principal/ Asst. Princ.	STAAR Information Booklets	Title I/SCE	8/15	5/16	Sign In Sheets	
		Teachers			Title I/SCE				

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
 2015-2016

GOAL AREA: Student Achievement-Science

FIVE YEAR GOAL: Reed-Mock will have 90% of all its students passing the Science STAAR Administered in 5<sup>th</sup> grade.

OBJECTIVES: By May 2016, 90% of the 5<sup>th</sup> Grade students at Drs. Reed & Mock Elementary will achieve mastery level on the Science STAAR Test or an appropriate approved state or district test.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<b><u>SCIENCE-ELL</u></b> Introduce Science concepts in Spanish PK-5th Integrate with Science Two-way program Schlessinger Videos  Use E.S.L./Bilingual strategies (2 <sup>nd</sup> – 5 <sup>th</sup> ) E.L.P.S.  Enhance science curriculum by providing English/Spanish Science books in the lab and classrooms  Focus on Science Vocabulary dev. Science Notebook K-5  Hands on Activities(processes)Science	All Students	Teachers		Dual Lang. Program Director, Principal/Asst. Princ.			9/15	5/16	
		Teachers		Principal/Asst. Princ.			9/15	5/16	
	Migrant En/Sp	Teachers		Principal/Asst. Princ.			9/15	5/16	
		Migrant Program		Principal/Asst. Princ.					
<b><u>SCIENCE – MIGRANT</u></b>  Compile and organize “catch-up” packets for students who come in late to school or leave early  <b><u>SCIENCE – ECO. DIS./AT – RISK</u></b>  Lecturas de Intervencion Hartcourt Coleccion de Guias del Maestro	Eco. Dis. En/Sp	Teachers		Principal/Asst. Princ.					Science Voc. List Word Walls Print Shop Vocabulary Journal = Teacher & Aides
		Teachers		Principal/Asst. Princ.					Teachers
			Teachers		Principal/Asst. Princ.				

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p><b><u>SCIENCE-TEACHERS</u></b></p> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• RGVSA-Mini Cast: 3-4 teachers per grade level</li> <li>• STAT-Cast: 2 teacher per grade level</li> <li>• Science Symposium for Elementary Teacher: 2 teachers per grade level</li> <li>• NSTA Conference</li> </ul> <p>Open Purchase Order for Wal-Mart, Lowe's &amp; H.E.B. to purchase supplies for experiments.            Provide supplies for science instruction.            Pet Smart            LakeShore Learning            Purchase Life Cycles for classroom observations (1 per classroom            1<sup>st</sup> Semester→ Ladybug Cycle            2<sup>nd</sup> Semester→ Frog Life Cycle</p> <p>Weather Station-Students to collect and gather weather information to announce it during the morning announcements</p> <p>Wireless Eggsper to use for building science vocabulary with students (1 per classroom) K-5<sup>th</sup></p> <p>ExamGen            Visuals-Vocabulary            Purchase K-2<sup>nd</sup> Edusmart(Eng&amp; Span)</p>		Teachers	Principal/Asst. Princ.			Title I			
		Teachers	Principal/Asst. Princ.			Title I	9/15	5/16	District Test
		Teachers	Principal/Asst. Princ.				9/15	5/16	Observation
		Teachers	Principal/Asst. Princ.			Title I/ local	9/15	5/16	Scientifically Research Based
		Teachers	Principal/Asst. Princ.			Title I Title I	9/15	5/16	Lesson Plans/ Observations
		Teachers	Principal/Asst. Princ.				9/15	5/16	Lesson Plans/ Observations
		Teachers	Principal/Asst. Princ.				9/15	5/16	Observation
		Teachers	.Principal/Asst. Princ.				9/15	5/16	Observation/ Lesson Plans



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: Student Achievement/Social Studies and Special Programs

FIVE YEAR GOAL: Reed-Mock will have 90% of all its students passing all District test.

OBJECTIVES: By May 2016, Reed-Mock will have implemented programs, purchased map and globe equipment and resource materials to provide students an opportunity to pass the test, thereby increasing rates of each sub-group, as per STAAR projection chart.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p><b>Social Studies-All Students</b></p> <p>Enhance the state-adopted Social Studies program to develop geographic skills by providing</p> <ul style="list-style-type: none"> <li>. TEKS-based instruction and performance-based assessment</li> <li>. Literature-based instruction with historical and cultural connections to geography</li> <li>. Staff development training on: -ELPS</li> <li>. STAAR/TEKS based Instruction on: Geography</li> <li>. Social Studies Skills</li> </ul> <p>Implement a comprehensive program to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>• Continue on going TEKS vertical and horizontal curriculum alignment.</li> </ul>	All Students	Principal Asst. Princ. Teacher	Principal Asst. Princ. Coordinator		Wall Map Computers Globe Internet Library Books Periodicals Time for Kids Scholastic News  Maps		9/15	5/16	Lesson Plans
							9/15	5/16	Lesson Plans
	All Students	Teachers	Principal Asst. Princ.		TEKS District Framework Time for Kids Scholastic News Newspapers		9/15	5/16	Lesson Plans

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
				FTE'S	RESOURCES	BUDGET	BEGINNING		ENDING
<ul style="list-style-type: none"> <li>• Enhance social studies curriculum with reading.</li> <li>• Biography (non-fiction)</li> <li>• Science and S. Studies Weekly Challenger</li> <li>• Newspaper (current events)</li> <li>• Historical literature-based</li> <li>• Primary and secondary sources</li> <li>• Journal</li> </ul> Provide manipulative: maps, and globes to: <ul style="list-style-type: none"> <li>. integrate maps and social studies skills with reading and technology</li> <li>. problem solving</li> <li>. making decisions</li> <li>. comprehend</li> <li>. apply reason</li> <li>. synthesize and evaluate</li> </ul>	All Students	Teachers	Principal Asst. Princ.		Biographies A.R. Library Books  Internet Technology		9/15	5/16	
					Wall Maps Globes Computer/Internet Technology		9/15	5/16	

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Provide opportunities for teachers to attend staff development conferences	All Students	Teachers	Principal Asst. Princ.		Bus		8/15	5/16	Field Trip
Provide use of computer/internet for research projects	All Students	Principal	Adm. for Elementary Education				8/15	5/16	Staff Dev. Regional District
Provide and implement instructional activities to enhance regular instruction of all student populations in the areas of social studies.									
United Streaming Video Clips, Thinking Maps									
Ignite 4 <sup>th</sup> & 5 <sup>th</sup>							8/15	5/16	

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<b>Social Studies-ELL</b> Introduce the social studies concepts in Spanish  Provide ELL students additional computer time based on need.  Use bilingual strategies  Enhance social studies curriculum by providing Spanish social studies books, resources/materials and training to assist students.  Schedule parent/teacher conference to discuss student progress.	ELL Students	Teachers	Administration				8/15	5/16	Lesson Plans
		Teachers							
		Teachers							
		Teachers							
<b>Social Studies-Migrant</b>  <ul style="list-style-type: none"> <li>• Provide instruction with supplemental materials to tutor and reinforce identified students on the priority list for services report.</li> <li>• Ensure that migrant students are given extra time to catch up.</li> </ul>	Migrant Students	Teachers	Asst. Princ.				8/15	5/16	Lesson Plans
		Teachers	Asst. Princ.						
		Teacher	Principal/ Asst. Princ.						

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		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING				
<b>Social Studies-Econ.Dis/At-Risk</b>	ELL Students	Counselor All Staff	Principal/ Asst. Princ.				8/15	5/16	Lesson Plans			
<b>Special Programs</b>										8/15	5/16	Lesson Plans
Career Day		Librarian	Principal/ Asst. Princ.									
Recycle Station												
Reduction Teacher/pupil ratio												
Library Activities												
<ul style="list-style-type: none"> <li>• Constitution Day Sept. 17<sup>th</sup></li> <li>• A.R. every 6 weeks.</li> <li>• Library Week                             <ul style="list-style-type: none"> <li>• Select an Author Day</li> <li>• Parents Read w/ Children Day</li> <li>• Administrators Read to Students Day</li> </ul> </li> </ul>									Participant's Log			
										Teacher Aide		

## **II. STUDENT ACHIEVEMENT: E. TECHNOLOGY**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Reed & Mock Elementary**

GOAL AREA: Student Achievement: E. Technology

FIVE YEAR GOAL: By the year 2015-2016, Reed & Mock Elementary students and staff will be computer literate. The level of technological innovations in the classroom and parent participation in the student’s education through the use of technology will increase.

OBJECTIVES: By May 2016, Reed & Mock Elementary students and staff will have improved their technology skills and grade level STAAR scores will meet state standards.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize variable technologies and software to improve all students’ academic achievement, standardized and/or state test scores.</li> <li><input type="checkbox"/> Continue the use of SME in the Computer Lab, and Reading Math K-5<sup>th</sup>(classrooms)</li> <li><input type="checkbox"/> Type to Learn</li> <li><input type="checkbox"/> Learning.com</li> <li><input type="checkbox"/> Waterford (PK-2<sup>nd</sup>)</li> <li><input type="checkbox"/> Ticket To Read English/Spanish</li> <li><input type="checkbox"/> Promethean Boards (PK-5<sup>th</sup>)</li> <li><input type="checkbox"/> Brainpop</li> <li><input type="checkbox"/> Study Jam</li> <li><input type="checkbox"/> iPads</li> </ul>	All Students	Teachers Lab Manager	Principal Asst. Princ. Lead Teacher Teachers	1	Lab Manager  Computer	*SCE  Title I	9/15	5/16	Checklists Reports
	All Students	Teachers	Administration		Computer/ Projector	Title I	9/15	5/16	Informal Teacher Evaluation
	(Kinder – 5 <sup>th</sup> )	Teachers	Administration		Computer	Title I	9/15	5/16	Informal Teacher Evaluation
	3 <sup>rd</sup> -5 <sup>th</sup>	Teachers	Administration			Title I	9/15	5/16	Informal Teacher Evaluation

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
				FTE'S	RESOURCES	BUDGET	BEGINNING		ENDING
<input type="checkbox"/> Use additional software and Internet resources in classroom computers that are grade level appropriate to develop reading, writing, and math skills. <input type="checkbox"/> Maintain computers in classrooms with Internet services and resources available for teachers.  Star Library Program	All Staff	Lab Manager	Administration		Computer	TitleI	9/15	5/16	Checklist
	All Staff	Teachers Lab Manager	Administration		Computer/Projector		9/15	5/16	Campus Implementation Form
	All Staff	Lab Manager	Principal Asst. Princ. Technology Administration		Computer/Projector	TitleI	9/15	5/16	Sign-in Sheets



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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		FTE'S	RESOURCES NEEDED RESOURCES BUDGET		TIMELINE BEGINNING ENDING		EVALUATION/ MEASUREMENT
<input type="checkbox"/> On site Technology Promethean Instruction classes (District Trainer)	All Students and Staff	Teachers Computer Lab Manager	Administration (Core Team)		Computer/Projector		9/15	5/16	Reports
<input type="checkbox"/> District Technology Promethean Instructional classes (provided by district trainer).	All Students and Staff	District Trainer	Administration Tech. Admin,		Computer/Projector		9/15	5/16	Sign-in Sheets
<input type="checkbox"/> eSchool Plus (grading)	All Students and Staff	Librarian Teachers	Administration		Computer/Laptop/ Data Projector/ Internet		9/15	5/16	Reports
<input type="checkbox"/> Implement Learning.com in the computer lab and classrooms.	All Students and Staff	Teachers	Administration		Computer/Laptop/ Data Projector/ Internet		9/15	5/16	Lesson Plans
<input type="checkbox"/> Implement CSCOPE	All Students and Staff	Teachers	Administration		Computer/Laptop/ Data Projector/ Internet		9/15	5/16	Reports
<input type="checkbox"/> Integrate technology in the classroom through the use of		Teachers	Administration		Computer/Laptop/ Data Projector/ Internet		9/15	5/16	Reports
<input type="checkbox"/> Web =Trainings			Administration Mrs. Diana Ruiz		Computer/Laptop/ Data Projector/ Internet		9/15	5/16	Reports

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				FTE'S	RESOURCES	BUDGET	BEGINNING ENDING		ENDING
<b><u>Reading</u></b> <input type="checkbox"/> Discovery Education <input type="checkbox"/> Star Fall <input type="checkbox"/> Accelerated Reader <input type="checkbox"/> STAR Program <input type="checkbox"/> CPS <input type="checkbox"/> Mobi's <input type="checkbox"/> Waterford K-2nd	All Students and Teachers	Lab Manager Teachers	Administration		Computer/Laptop/ Data Projector/ Internet		8/15	5/16	Reports
							8/15	5/16	
<b><u>Science/Social Studies</u></b> <input type="checkbox"/> Discovery Education <input type="checkbox"/> CPS <input type="checkbox"/> Living with Science Lab <input type="checkbox"/> DKC Digital Knowledge Center <input type="checkbox"/> Science Discovery ( 3 – 5) Eng <input type="checkbox"/> <a href="http://www.Harcourt/School.com">www.Harcourt/School.com</a> Spanish & English <input type="checkbox"/> Ignite Sticks	All Students and Teachers	Lab Manager Teachers	Administration		Computer/Laptop/ Data Projector/ Internet		8/15	5/16	
							8/15	5/16	
							8/15	5/16	

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	RESOURCES	BUDGET	BEGINNING ENDING	
<b>Math</b> <input type="checkbox"/> AAA Math <input type="checkbox"/> Discovery Education <input type="checkbox"/> Accelerated Math <input type="checkbox"/> Math Concepts and Skills 2 K-5th  <input type="checkbox"/> Waterford (K-2 <sup>nd</sup> ) <input type="checkbox"/> Peralized Math <input type="checkbox"/> Promethean Planet  <b>Spelling</b> <input type="checkbox"/> Discovery Education  <b>Writing</b> <input type="checkbox"/> Discovery Education <input type="checkbox"/> Update School web pages <input type="checkbox"/> Promethean Planet	All Students and Teachers	Lab Manager Teachers	Administration CIT		Computer/Laptop/ Data Projector/ Internet		9/15 5/16	
			Administration (Core Team)				9/15 5/16	
	All Students and Teachers	Lab Manager Teachers	Administration				9/15 5/16	
	Teachers	Counselor Teachers	Administration Counselor (Core Team)				9/15 5/16	Web Pages

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<input type="checkbox"/> Purchase Hardware: <input type="checkbox"/> Avery Doc. Reader (PK-K) <input type="checkbox"/> Wireless mouse (1 per teacher) <input type="checkbox"/> Digital Cameras (1 per Grade Level Chair) <input type="checkbox"/> Headphones with mic. <input type="checkbox"/> Purchase new or replace computers and laptops in the classrooms for instructional use.  (2) good scanners  <input type="checkbox"/> Purchase Supplies: <input type="checkbox"/> document readers		Ticket to Read  Success Maker Waterford Fluency				Title I  Title I/Local  Title I/Local			

## **II. STUDENT ACHIEVEMENT: F. COUNSELING SERVICES**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: STUDENT ACHIEVEMENT COUNSELING

FIVE YEAR GOAL: Drs. Reed & Mock Elementary will fully implement the district wide Guidance and Counseling Curriculum

OBJECTIVES: By May 2016, Drs. Reed & Mock Elementary will have implemented, analyzed, and revised the existing Guidance and Counseling Program/Curriculum and other services provided.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p><b><u>Counseling &amp; Guidance</u></b></p> <p>Implement a quality Guidance Curriculum through classroom guidance lessons to help all students develop basic life skills            Every 2 weeks: 45 min-2<sup>nd</sup>-5<sup>th</sup>            30 min-PK-1<sup>st</sup></p> <p><b><u>Areas to be Covered:</u></b>            *Bullying Prevention Plan             *Motivation to Achieve             *Drug Safety Awareness             *Responsible Behavior             *Self-Confidence Development             *Communication Skills             *Interpersonal Effectiveness             *Decision-Making, Goal Setting, Planning, &amp; Problem Solving Skills             *Career Awareness             *Cross-Cultural Effectiveness</p>	All Students PK-5 <sup>th</sup> Grades	Counselor	Administration  Classroom Teachers		Guidance Curriculum Books Videos, puppets, hands on materials		9/15	5/16	Monthly Schedule (Sign In Logs)  Teacher and Student Feedback  Classroom Activity Logs (Monthly)

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED FTE'S RESOURCES BUDGET			TIMELINE BEGINNING ENDING		EVALUATION/ MEASUREMENT
<p>Address through responsive services, the immediate personal concerns of students through individual and/or small group counseling.</p> <ul style="list-style-type: none"> <li>• <b>Areas Addressed</b> <ul style="list-style-type: none"> <li>*Academic Concerns</li> <li>*Interpersonal Relationship</li> <li>*Physical/Emotional/Sexual Abuse</li> <li>*Grief/Loss Death Issues</li> <li>*Family Issues, Coping with stress</li> <li>*Social Development</li> <li>*Self-Concept</li> <li>*Anger Management</li> </ul> </li> <li>• <b>Schedule</b> <ul style="list-style-type: none"> <li>*30 min. Individual/ Group Sessions</li> </ul> </li> </ul> <p>Provide program and staff support activities and services through coordination and consultation</p> <ul style="list-style-type: none"> <li>• <b>Services Include</b> <ul style="list-style-type: none"> <li>*Refer to outside agencies, school psychologist</li> <li>*Serve as RTI &amp; 504 Coordinator <ul style="list-style-type: none"> <li><input type="checkbox"/> Gather data</li> <li><input type="checkbox"/> Plan interventions</li> <li><input type="checkbox"/> Set meeting dates</li> </ul> </li> </ul> </li> </ul>	All Students PK-5 <sup>th</sup> Grades	Administration	Classroom Teachers	Guidance Curriculum Books Videos, puppets, hands on materials	Social Workers	School Psychologist	8/15	5/16	<p>Monthly Schedule (Sign In Logs)</p> <p>Teacher and Student Feedback</p> <p>Classroom Activity Logs (Monthly)</p> <p>Referrals, Documentation of Improvement</p>
			Administration						

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OBJECTIVES: By May 2016, Drs. Reed & Mock Elementary will have implemented, analyzed, and revised the existing Guidance and Counseling Program/Curriculum and other services provided.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED FTE'S RESOURCES BUDGET			TIMELINE BEGINNING ENDING		EVALUATION/ MEASUREMENT
<ul style="list-style-type: none"> <li>*Serve on safe &amp; civil School Team</li> <li>*Implement Anti-Bully Plan</li> <li>*Coordinate Star Student Recognition for 6 weeks</li> <li>*Staff Development</li> </ul>	All Students PK-5 <sup>th</sup>	Counselor Discipline Committee	Administration				9/15	5/16	
<ul style="list-style-type: none"> <li>*Coordinate meetings to discuss special needs of individual students</li> <li>*Coordinate Red Ribbon/ Anti-Drug activities</li> <li>*Coordinate Career Awareness Activities</li> <li>*Coordinate Positive Behavior Recognition Program (character education)</li> <li>*Pennies for Patients (Leukemia Lymphoma Society)</li> </ul>	All Students PK-5 <sup>th</sup>	Administration  Student Achievement: Counseling/Self- Esteem Committee	Administration			At Principal's Discretion			



## **III. STUDENT ATTENDANCE**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: III. IMPROVE STUDENT ATTENDANCE

FIVE YEAR GOAL: Drs. Reed & Mock Elementary will continuously maintain student attendance at the top 2 % of the PSJA schools.

OBJECTIVES: By May 2016, Drs. Reed & Mock Elementary will have maintained student attendance at the top 4 % or better of the PSJA schools throughout the year.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED FTE'S RESOURCES BUDGET			TIMELINE BEGINNING ENDING		EVALUATION/ MEASUREMENT
Develop and implement a plan to improve student attendance to include: <ul style="list-style-type: none"> <li>• PRINCIPAL-Meet the Teacher Night</li> <li>• Open House</li> <li>• Parent Meetings</li> <li>• TEACHERS-Phone Calls</li> <li>• Parent Conferences</li> <li>• Home visits</li> <li>• Administration-parent conf. (if 3 unexcused absences)</li> </ul> Establish and implement an incentive program to award perfect attendance <ul style="list-style-type: none"> <li>• Class Posters (Daily)</li> <li>• Weekly announcements for classes with perfect attendance</li> <li>• 6 weeks perfect attendance celebration (moon jump, movie &amp; popcorn, etc)</li> <li>• 6 weeks Display by classroom teacher of 6 wks perfect attendance</li> </ul>	All Students	Attendance Committee	Principal/ Asst. Princ.				8/15	5/16	Attendance District Report Sign In Sheets
	All Students	Teachers	Clerk or Secretary						School Attendance Referrals by 8:00am
	All Students	Attendance Committee	Admin.				8/15	5/16	
			Admin.				8/15	5/16	Parent Contact Log
									Attendance Reports

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: III. IMPROVE STUDENT ATTENDANCE

FIVE YEAR GOAL: Drs. Reed & Mock Elementary will continuously maintain student attendance at the top 2 % of the PSJA schools.

OBJECTIVES: By May 2016, Drs. Reed & Mock Elementary will have maintained student attendance at the top 4 % or better of the PSJA schools throughout the year.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Semester bike raffle (one winner per grade level) with big prizes, incentives, etc.</p> <ul style="list-style-type: none"> <li>Annual awards – Certificates, yearly, medals, trophy (2 or more consecutive years)</li> </ul> <p>-Students walk outside when the whole school is here, 100 percent attendance and cheer.                      -3 Times 100%attendance will give students pizza party.</p> <p>Administrators will dye hair if School has 100% attendance                      Teachers will dye hair if her/his class has 100% attendance                      Display on marquee “100 percent attendance.</p> <p>Reward teachers w/ 30 min. coupon (leaving early, extra lunch time, etc.) by 6 wks</p>	Eligible Students		Administration				8/15	5/16	Awards Assembly Agenda
			Administration						

## **IV. PARENTAL INVOLVEMENT**

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: PARENTAL INVOLVEMENT

FIVE YEAR GOAL: Drs. Reed & Mock Elementary will have fully developed Parental Involvement Program

OBJECTIVES: By May 2016, Drs. Reed & Mock Elementary will have developed and begun to implement a Parental Involvement Plan

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT		
				FTE'S BUDGET	RESOURCES		BEGINNING	ENDING			
Develop and implement a plan for effective communication with the parents and other community members  -Oral Communication: <ul style="list-style-type: none"> <li>• Meet the Teacher Night</li> <li>• Curriculum Orientation Night</li> <li>• Public School Week</li> <li>• Other: Phone Calls</li> <li>• Parent Conferences</li> <li>• Holiday/ end of the year programs</li> <li>• Family Night at the Library</li> <li>• Fall/ Spring Festival</li> </ul> *Monthly appreciation for Parents -Written Communication: <ul style="list-style-type: none"> <li>• School Compact</li> <li>• Report Cards</li> <li>• Home /School Connection District Newsletter</li> <li>• Website</li> <li>• Notes/Letters</li> <li>• Invitation to volunteer listed on monthly calendar and Marquee</li> <li>• Parental Meetings listed on monthly calendar and Marquee</li> </ul>	All Students	Parent Educator	Principal/ Asst. Princ.	1	Parent Educator	14,825. (SCE)	08/15	5/16	Monthly Calendar/ Parent Contact Log		
		Parental Involvement Committee					Title I				
		Staff	Principal/ Asst. Princ.								
		Parent Educator	Principal Asst. Princ.		School Compact Newsletter	*SCE	8/15	5/16	Signed School Compact Parent Contact Logs		
		Parental Involvement Committee									
		Parent Educator			Questionnaire		8/15	5/16	Returned Volunteer Questionnaires		
		Parental Involvement Committee									
					Suggestion Box		8/15	5/16	Calendar Suggestion Log		

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: PARENTAL INVOLVEMENT

FIVE YEAR GOAL: Drs. Reed & Mock Elementary will have fully developed Parental Involvement Program

OBJECTIVES: By May 2016, Drs. Reed & Mock Elementary will have developed and begun to implement a Parental Involvement Plan

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED FTE'S RESOURCES BUDGET		TIMELINE BEGINNING ENDING		EVALUATION/ MEASUREMENT
<p>Develop and implement a plan to involve parents in the instructional process.</p> <ul style="list-style-type: none"> <li>• Campus involvement</li> <li>• Parent Meetings by grade levels (Expectations)</li> <li>• Assist in the library (AR Schedule)</li> <li>• Classroom helpers schedule</li> <li>• Assist in the preparation of materials</li> </ul> <p>Develop and implement a plan to empower parents and community members by providing a variety of educational opportunities including:</p> <ul style="list-style-type: none"> <li>• Parenting Skills sessions</li> <li>• Use of School Equipment</li> </ul>		Parent Educator	Principal Asst. Princ.	Parent Educator	*SCE	9/15	5/16	Volunteer Experience Surveys
		Staff						Sign in Sheets Parent Contact Logs
		Librarian Parent Educator				Parent Sign in Sheets Parent Handbook AR Schedule		
		Parent Educator				Parent Sign In sheets		
		Parent Educator		Computers- Tutorials	T-1	9/15	5/16	Parent Sign In Sheets Parent Handbook

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

GOAL AREA: PARENTAL INVOLVEMENT

FIVE YEAR GOAL: Drs. Reed & Mock Elementary will have fully developed Parental Involvement Program

OBJECTIVES: By May 2016, Drs. Reed & Mock Elementary will have developed and begun to implement a Parental Involvement Plan

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
				FTE'S	RESOURCES	BEGINNING	ENDING		BUDGET
<ul style="list-style-type: none"> <li>• Participate in CPOC</li> <li>• ESL, GED Information and meeting places information given to parents</li> <li>• Volunteers Mentor new parent volunteers</li> </ul> <p>Develop and implement a plan to demonstrate appreciation for parents and community members:</p> <ul style="list-style-type: none"> <li>• Healthy treats for Parent Meetings (PAC)</li> <li>• Honor School Board Member</li> <li>• Honor Local Heroes</li> <li>• End of the Year Luncheon for Parent Volunteers</li> <li>• Maintain Comfortable Working Environment for Volunteers</li> <li>• Discussion of Surveys and Volunteer Concerns during CPOC and Staff Meetings</li> <li>• Periodic Volunteer Appreciations Reminders Announced by Staff</li> <li>• Provide supplies, furniture &amp; equipment as needed</li> </ul>		Parent Educator				8/15	5/16	Copy info. given	
		Parent Educator		Parent Educator					Book Fairs
		Parent Educator		Parent Volunteer Policy Handbook	Title I				
		Staff by Grade Levels		Local		8/15	5/16		
	Parent Educator							Invitations	
	Parental Involvement Committee				8 /15	5/16			

## **V. RECRUITMENT AND RETENTION**



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT**  
**CAMPUS IMPROVEMENT PLAN: Drs. Reed & Mock Elementary**  
**2015-2016**

**GOAL AREA: V. RECRUITMENT AND RETENTION OF QUALITY STAFF**

**FIVE YEAR GOAL:** Drs. Reed & Mock Elementary will attract, recruit and retain qualified, certified and effective personnel, with emphasis on increasing the number of qualified minority teachers and administrators to reflect the ethnic composition of the area.

**OBJECTIVES:** By May 2016, Drs. Reed & Mock Elementary will have implemented a plan to reduce the number of personnel not qualified and/or certified by five (5) percent through recruitment and retention of qualified personnel.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p style="text-align: center;"><b>SPECIAL EDUCATION</b></p> <p>Drs. Reed &amp; Mock Elementary will recruit and retain qualified special education staff:</p> <ul style="list-style-type: none"> <li>• Advertise in local newspaper, district TV Station, etc.</li> <li>• Participate in the university and district job fairs</li> <li>• Include a special education teacher or a diagnostician to be part of the screening selection committee</li> <li>• Verify previous employment</li> <li>• Contact references</li> </ul>	Special Education Gr. K-5th	Administration	Admin.		Sp.Ed. Staff		09/15	5/16	Qualified Staff
<p>Reed-Mock will continue to support the effective use of diagnostic support staff by:</p> <ul style="list-style-type: none"> <li>• Providing adequate office space, phone, locked filing cabinet, and access to computer network.</li> <li>• Facilitate and support ARD/ Staffing by ensuring that</li> </ul>	Special Ed. Pop.	Admin.	Admin.				09/15	5/16	Qualified Staff

<p>appropriate staff is available and informed</p> <ul style="list-style-type: none"> <li>• Adequate space for ARD/Staffing</li> </ul> <p>To promote the retention of qualified staff:</p> <ul style="list-style-type: none"> <li>• Develop, modify and implement program for children with severe behavioral problems</li> <li>• Review the special education departments operating guidelines on how to access and utilize special education support staff effectively (i.e. educational diagnostician, behavior strategist, school psychologist, supervisors, etc.)</li> <li>• Support the trans-disciplinary approach to assist students with severe disabilities generalized skills across learning environments by: providing substitutes, if needed, to allow special education staff adequate planning time.</li> </ul>		Admin	Admin.		Sp. Ed Support Staff		09/15	05/16	Qualified Staff
<p><b>Bilingual Teachers</b></p> <p>Reed-Mock will recruit and retain qualified bilingual teachers</p> <ul style="list-style-type: none"> <li>• Advertise in local newspapers, district TV station, etc.</li> <li>• Participate in the university and district job fairs</li> <li>• Include a bilingual teacher or a diagnostician to be part of the screening committee</li> <li>• Verify previous employment and certification</li> <li>• Contact references</li> </ul> <p>Reed-Mock will offer specialized training for students to be able to meet the needs of the LEP students</p> <ul style="list-style-type: none"> <li>• Encourage teachers to apply for the Bilingual stipend</li> <li>• Encourage teachers and aides</li> </ul>	Bilingual Students Pre-K-5th	Admin.	Admin.		Bil. Dept  Bilingual Stipends.		09/15	05/16	Qualified Staff

<ul style="list-style-type: none"> <li>to apply for financial aid assistance paid by the district to continue their certification process.</li> <li>Allow staff members to attend the state and national bilingual conferences to be up to date on the latest in research</li> </ul> <p style="text-align: center;"><b>GT Teachers</b></p> <p>Reed-Mock will recruit and retain qualified GT teachers by :</p> <ul style="list-style-type: none"> <li>Recruiting via the job fairs. TV station, on-line via the internet, etc.</li> <li>Encouraging that they receive the 30 hours needed to be certified or 6 to update the certification</li> <li>Providing the necessary time to attend the GT Training.</li> <li>Provide additional supply money to meet the needs of the GT students</li> </ul>									
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**VI. APPENDIX**