

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Campus Improvement Plan  
2015-2016  
Vida N. Clover Elementary**

Board Approved:

## Mission Statement

The mission of Clover Elementary is to develop the academic, cultural, and social potential of all students by implementing an instructional program focused on excellence. We will accomplish this through collaborative efforts between the school, home and community.

**At Clover Elementary School we see an environment that is conducive to learning, characterized by cooperation and demonstrate good citizenship. This environment is supported by a curriculum that is child-centered with emphasis on high order thinking skills, creativity, and self-motivation. The curriculum is supported by resources and technology provided by dedicated and committed administration, staff, parents, and community. This vision will ultimately foster students, who are able to solve problems, be self-sufficient and demonstrate positive self-esteem.**

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

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

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

#### Needs:

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

- In Reading, the achievement gap between SpEd and All students 2014-2015 is 41%.
- In Mathematics, the achievement gap between SpEd and All students 2014-2015 is 48%.
- In Writing, the achievement gap between SpEd and All students 2014-2015 is 78%.
- In Science, the achievement gap between SpEd and All students 2014-2015 is 36%.

#### Personnel Needs:

Clover Elementary must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

### Special Education:

#### Strengths:

- In STAAR Reading, the passing rate for SpEd students at Clover Elementary was 33%, 4 points above the district.
- STAAR results only include special education students who took the STAAR exam. STAAR A and STAAR Alt 2 are not reflected on this report.



# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Hispanics:

#### Strengths:

- The Reading for Hispanic students at Clover Elementary was 74%, 10 points above the district.
- The Writing passing rate for Hispanic students at Clover Elementary was 78%, 6 points above the district.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### English Language Learners (ELL):

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

#### Needs:

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

- In Reading, the achievement gap between ELL and All students 2014-2015 is 11%.
- In Mathematics, the achievement gap between ELL and All students 2014-2015 is 6%.
- In Writing, the achievement gap between ELL and All students 2014-2015 is 9%.
- In Science, the achievement gap between ELL and All students 2014-2015 is 17%.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### English Language Learners (ELL):

##### Strengths:

On the STAAR exam:

- The Reading passing rate for ELL students at Clover Elementary was 63%, 10 points above the district.
- The Mathematics passing rate for ELL students at Clover Elementary was 67%, 13 points above the district.
- The Writing passing rate for ELL students at Clover Elementary was 63%, 15 points above the district.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

The following sources from across our campus were used to review the Economically Disadvantaged data by the Campus Performance 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 3%.

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Economically Disadvantaged

##### Strengths:

- The Reading the passing rate for Eco Dis students at Clover Elementary was 71%, 9 points above the state.
- The Math passing rate for ELL students at Clover Elementary was 70%, 2 points above the district.
- The Writing the passing rate for Eco Dis students at Clover Elementary was 77%, 12 points above the state.
- On index 3 closing the achievement gap for the Eco Dis, Clover Elementary earned a score of 41%, 4 points above the district.

### Pre-K- CPALS Comprehensive Needs Assessment

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

### Pre-K- CPALS Comprehensive Needs Assessment

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>•Neighborhood schools</li> <li>•New buildings/renovations</li> <li>•Communication in both English and Spanish</li> <li>•Elementary parent involvement is high</li> <li>•Parent Liaison District level and campus</li> <li>•Parent Centers</li> <li>•Business Partnerships</li> <li>•IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Secondary parent involvement is low</b></li> <li>•<b>Low Average of parents with high school diplomas and/or postsecondary education</b></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 and 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>•Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline</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>		

### Kinder Comprehensive Needs Assessment - TPRI

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



### Kinder Comprehensive Needs Assessment - TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>•Neighborhood schools</li> <li>•New buildings/renovations</li> <li>•Communication in both English and Spanish</li> <li>•Elementary parent involvement is high</li> <li>•Parent Liaison District level and campus</li> <li>•Parent Centers</li> <li>•Business Parterships</li> <li>•IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Secondary parent involvement is low</b></li> <li>•<b>Low Average of parents with high school diplomas and/or postsecondary education</b></li> </ul>	<ul style="list-style-type: none"> <li>•Create oppourtunities 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 and 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>•Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline</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>		

## Kinder Comprehensive Needs Assessment - Tejas LEE

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

### Kinder Comprehensive Needs Assessment - Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>•Neighborhood schools</li> <li>•New buildings/renovations</li> <li>•Communication in both English and Spanish</li> <li>•Elementary parent involvement is high</li> <li>•Parent Liaison District level and campus</li> <li>•Parent Centers</li> <li>•Business Partnerships</li> <li>•IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Secondary parent involvement is low</b></li> <li>•<b>Low Average of parents with high school diplomas and/or postsecondary education</b></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 and 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>•Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline</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>		

## 1st Grade Comprehensive Needs Assessment -TPRI

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

### 1st Grade Comprehensive Needs Assessment -TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>•Neighborhood schools</li> <li>•New buildings/renovations</li> <li>•Communication in both English and Spanish</li> <li>•Elementary parent involvement is high</li> <li>•Parent Liaison District level and campus</li> <li>•Parent Centers</li> <li>•Business Partnerships</li> <li>•IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Secondary parent involvement is low</b></li> <li>•<b>Low Average of parents with high school diplomas and/or postsecondary education</b></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 and 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>•Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline</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>		

## 1st Grade Comprehensive Needs Assessment -Tejas LEE

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

### 1st Grade Comprehensive Needs Assessment -Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>•Neighborhood schools</li> <li>•New buildings/renovations</li> <li>•Communication in both English and Spanish</li> <li>•Elementary parent involvement is high</li> <li>•Parent Liaison District level and campus</li> <li>•Parent Centers</li> <li>•Business Partnernships</li> <li>•IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Secondary parent involvement is low</b></li> <li>•<b>Low Average of parents with high school diplomas and/or postsecondary education</b></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 and 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>•Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline</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>		

## 2nd Grade Comprehensive Needs Assessment -TPRI

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



## 2nd Grade Comprehensive Needs Assessment -TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>•Neighborhood schools</li> <li>•New buildings/renovations</li> <li>•Communication in both English and Spanish</li> <li>•Elementary parent involvement is high</li> <li>•Parent Liaison District level and campus</li> <li>•Parent Centers</li> <li>•Business Partnerships</li> <li>•IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Secondary parent involvement is low</b></li> <li>•<b>Low Average of parents with high school diplomas and/or postsecondary education</b></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 and 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>•Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline</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>		

## 2nd Comprehensive Needs Assessment -Tejas LEE

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

## 2nd Comprehensive Needs Assessment -Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>•Neighborhood schools</li> <li>•New buildings/renovations</li> <li>•Communication in both English and Spanish</li> <li>•Elementary parent involvement is high</li> <li>•Parent Liaison District level and campus</li> <li>•Parent Centers</li> <li>•Business Partnernships</li> <li>•IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Secondary parent involvement is low</b></li> <li>•<b>Low Average of parents with high school diplomas and/or postsecondary education</b></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 and 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>•Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline</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>		

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>3rd Grade Reading</li> <li>3rd Grade Mathematics</li> <li>4th Grade Mathematics</li> <li>4th Grade Writing</li> <li>5th Grade Reading</li> </ul> <p><b>Mastery 76% or Higher</b></p>	<ul style="list-style-type: none"> <li>4th Grade Reading</li> <li>5th Grade Math</li> <li>5th Grade Science</li> </ul> <p><b>Mastery 75% or Lower</b></p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> <li>4th Grade Reading</li> <li>5th Grade Math</li> <li>5th Grade Science</li> </ul> <p><b>SMART Goal: 78% or Higher</b></p>
2	Index 2: Student Progress	<p>Clover Elementary exceeded the district's target for Index 2 of 20% with 59% meeting or exceeding the progress measure.</p>	<p>Increase the percent of students that did not meet or exceed progress measured by 10 %</p>	<ul style="list-style-type: none"> <li>Address the needs of identified students to meet the progress measure in 2014-15 in Reading , Math and Science</li> </ul>
3	Index 3: Closing the Achievement Gap	<p>Clover Elementary:</p> <p>Reading: Phase In / Satisfactory 71% Advanced 15%</p> <p>Writing: Phase In / Satisfactory 77% Advanced 7%</p> <p>Science: Phase In / Satisfactory 75% Advanced 8%</p>	<ul style="list-style-type: none"> <li>Increase the percent of Economic Disadvantaged students in Science by 2 %</li> </ul> <p>Science: Phase In / Satisfactory 66% Advanced 7%</p>	<p>Economic Disadvantaged students will receive additional support and intensive interventions in Science, Reading and Math</p>
4	Index 4: Post Secondary Readiness	<p>Clover Elementary exceeded the district's Index 4 target score of 12 by 17 points.</p>	<ul style="list-style-type: none"> <li>Increase the percent of students meeting level 2-Final Recommendation by 2%.</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 grade level.</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>• Open House</li> <li>• Meet the Teacher</li> <li>• Volunteer Program</li> <li>• Evening Programs</li> <li>• Academic Night</li> <li>• Literacy Evening</li> <li>• Pack the House</li> </ul>	<ul style="list-style-type: none"> <li>• Increase attendance of Parent Orientation SSI</li> <li>• Partner with high school and middle schools to engage students in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase attendance of Parent Orientation SSI</li> <li>• Partner with high school and middle schools to engage students in the community.</li> </ul>
6	Technology	<ul style="list-style-type: none"> <li>• Librarian provides technology resource to facilitate reading development</li> <li>• Computer assisted instruction in computer labs and classroom setting.</li> <li>• Teachers dedicate at least 30 min a day for technology instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide physical resource support for instructional staff</li> </ul>	<ul style="list-style-type: none"> <li>• Provide physical resource support for instructional staff</li> </ul>
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Training for faculty and staff on student sexual abuse and neglect, bullying and suicide.</li> <li>• Training on multi-tiered systems of support for behavior MTSS-B</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the management, attendance education and care of children with asthma</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the management, attendance education and care of children with asthma</li> </ul>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Recruit highly qualified staff by attending job fairs</li> <li>• Hire university students that have demonstrated excellence in the classroom.</li> </ul>		

# CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	602	304	298	36	280	0	3	26	549	23	0
Percent	100	50.5	49.5	6.0	46.5	0	0.5	4.3	91.2	3.8	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	602	602	0	0	0	0
Percent	100	100	0	0	0	0

# CAMPUS DEMOGRAPHICS



Total Enrollment – 602

Total Number of Classrooms – 30

<b>Percent</b>	<b>Clover</b>	<b>PSJA ISD</b>	<b>STATEWIDE</b>
<b>Hispanic</b>	100%	98.89%	51.34%
<b>Economically Disadvantaged</b>	91.2%	89.00%	60.26%
<b>ELL</b>	46.50%	41.04%	17.04%

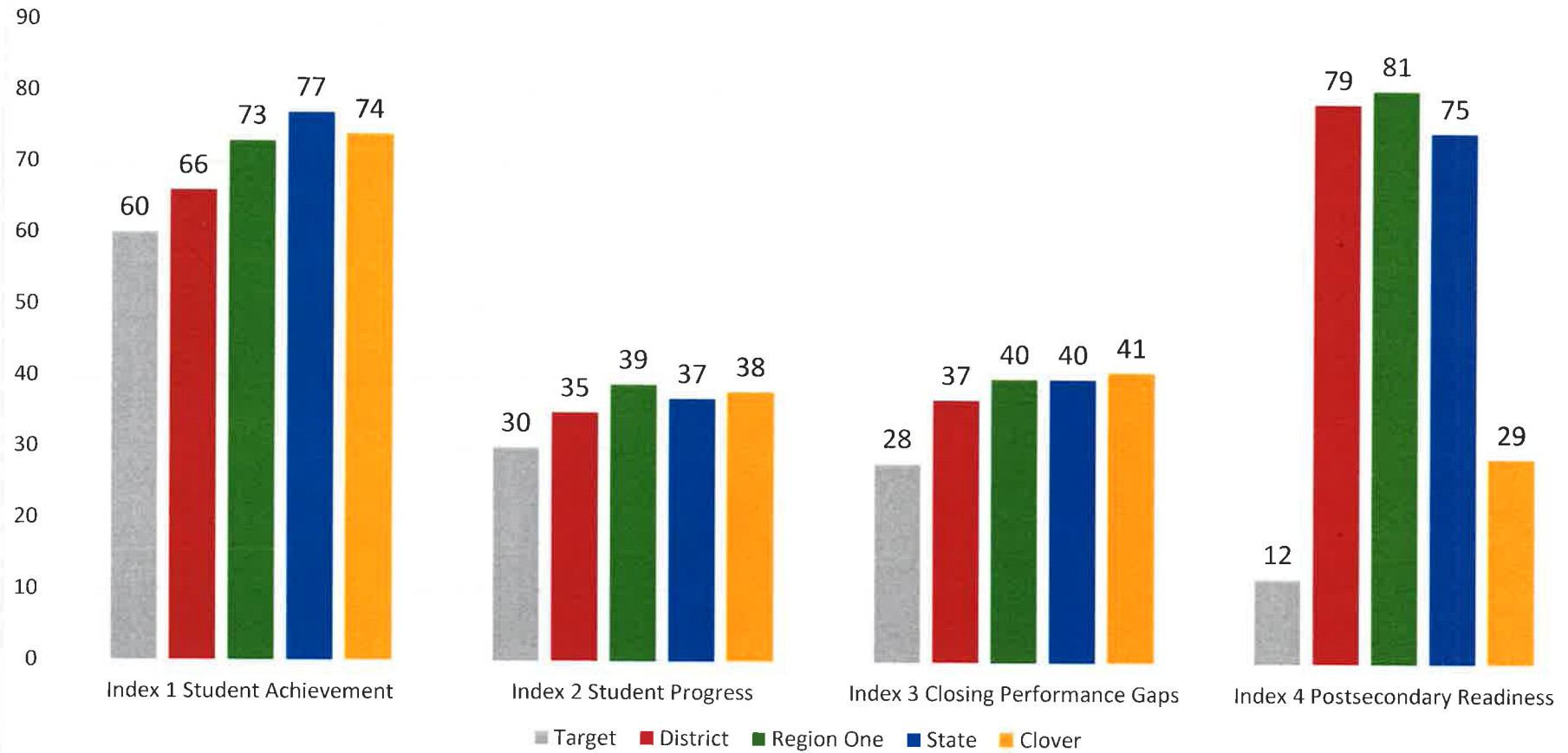
# Student Achievement Summary 2015



	Performance Target 2015	State	Region 1	PSJAISD	Clover	Goals 2016
Index 1 Student Performance	60	77	73	66	74	76
Index 2 Progress Measure	30	37	39	35	38	40
Index 3 Closing the Gap	28	40	40	37	41	43
Index 4 Postsecondary Readiness	12	75	81	79	29	31



# Campus Accountability 2015



# Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Clover	Goals 2016
Reading	60	77	71	64	74	76
Math	60	81	79	70	73	75
Writing	60	72	71	66	78	80
Science	60	78	75	70	69	71

# Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Clover	Goals 2016
Reading	60	62	59	53	63	65
Math	60	65	64	54	67	69
Writing	60	60	62	58	69	71
Science	60	61	60	59	52	54

# Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Clover	Goals 2016
Reading	60	43	37	29	33	35
Math	60	45	46	34	25	27
Writing	60	29	22	14	0	25
Science	60	47	46	47	33	35

# Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	State	Region 1	PSJAISD	Clover	Goals 2016
Reading	60	70	69	62	71	73
Math	60	75	77	68	70	72
Writing	60	63	69	65	77	79
Science	60	71	73	68	66	68

## Student Achievement Summary 2015



Hispanic Performance Rates	Performance Target 2015	PSJAISD	Clover	Goals 2016
Reading	60	64	74	76
Math	60	80	73	75
Writing	60	72	78	80
Science	60	79	69	71

# State System Safeguards 2015



Campus 2015 Results Level 2 Phase 1	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
	Reading	74	0	74	0	0	0			71		65
Writing	78	0	78	0	0	0			77		77	
Science	69	0	69	0	0	0			66		53	
Percent of Eligible Measures Met												100

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

# SYSTEM SAFEGUARDS 2015



	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
<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		N	3	4	75%
<b>Total</b>												11	12	92%



## 2015-2016 Campus Goals

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

# 2015-2016 Campus Goals



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 2 Level I	48	80	82
Phase in 2 Level II	57	69	71
Final Recommended	74	53	55
Adv. Level III	89	47	49

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
Phase In 2 Level I	48	77	79
Phase in 2 Level II	56	59	61
Final Recommended	73	43	45
Adv. Level III	83	33	35

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 2 Level I	46	66	68
Phase in 2 Level II	54	82	84
Final Recommended	72	63	65
Adv. Level III	86	15	17

# 2015-2016 Campus Goals



3 <sup>rd</sup> Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	50	80	82
Phase in 2 Level II	58	76	78
Final Recommended	75	49	51
Adv. Level III	85	36	38

4th Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	52	68	70
Phase in 2 Level II	59	56	58
Final Recommended	75	46	48
Adv. Level III	86	38	40

5 <sup>th</sup> Grade Reading			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	54	77	79
Phase in 2 Level II	63	66	68
Final Recommended	78	57	59
Adv. Level III	87	38	40

# 2015-2016 Campus Goals



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

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal
		2015	2016	<i>TARGET: 60%</i>
Phase In 2 Level I	58	69	71	
Phase in 2 Level II	65	59	61	
Final Recommended	73	52	54	
Adv. Level III	83	41	43	

## 4<sup>th</sup> Grade Reading Spanish

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal
		2015	2016	<i>TARGET: 60%</i>
Phase In 2 Level I	59	48	50	
Phase in 2 Level II	68	33	35	
Final Recommended	75	22	25	
Adv. Level III	86	15	17	

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

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>		Goal
		2015	2016	<i>TARGET: 60%</i>
Phase In 2 Level I	48	47	49	
Phase in 2 Level II	54	41	43	
Final Recommended	70	35	37	
Adv. Level III	85	18	20	

# 2015-2016 Campus Goals



## 4th Grade Writing

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2015	2016
Phase In 2 Level I	52	83	85
Phase in 2 Level II	59	73	75
Final Recommended	70	54	56
Level III Adv.	84	44	46

## 4<sup>th</sup> Grade Writing Spanish

% 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 2 Level I	55	72	74
Phase in 2 Level II	61	55	57
Final Recommended	66	38	40
Level III Adv.	70	34	36

# 2015-2016 Campus Goals



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 2 Level I	59	71	73
Phase in 2 Level II	66	66	68
Final Recommended	80	55	57
Level III Adv.	91	36	38

5 <sup>th</sup> Grade Science Spanish			
% 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 2 Level I	66	41	43
Phase in 2 Level II	75	29	31
Final Recommended	80	18	20
Level III Adv.	91	18	20

## 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

<b>Campus Goal 1: Improve Student Academic Achievement (Index 1)</b>							
<b>Objective 1: Curriculum will be vertically and horizontally aligned in 2015-2016 in all grade levels and content areas.</b>							
<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 School wide Components</b>
<b>READING- ALL STUDENTS</b> Implement a Quality TEKS aligned instructional reading curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans	Progress Monitoring CBA Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR,	Title 1- #2, 3, 5, 9
Tutor or provide reinforcement during extended school day in identified area of need	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Progress Monitoring CBA Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Provide reinforcement during extended school year instruction for eligible students	Highly Qualified Teachers	Local Funds, Title 1 Funds	June 2016 – July 2016	Lesson Plans Attendance	Student achievement gains, S.S.I 5 <sup>th</sup> , Progress Reports (PreK & Kinder)	STAAR Assessment	Title 1 - #2, 3, 9
Utilize the TEKS to guide instruction and prepare for STAAR. Unpack TEKS	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan	Benchmark scores, student achievement gains, Progress Reports, Report Cards	Weekly assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1, 3



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

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

<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 School wide Components</b>
Daily review of Phonemic Awareness, Word Attack Strategies, Fluency • Echo • Choral • Share Interactive word walls Thinking Maps, AR Testing	Highly Qualified Teachers Paraprofessionals	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Progress Monitoring /Intervention Reports Lesson Plans Action Plan	Student achievement gains Fluency Charts Running Records AR Reports Sight Word Monitoring Forms	TPRI / Tejas Lee Circle Assessments DRA AR Testing	Title 1 - #1, 2, 3
<u><b>MATH –ALL STUDENTS</b></u> Implement a TEKS aligned math curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans	Progress Monitoring, CBA Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR,	Title 1- #2, 3, 5, 9
Tutor or provide reinforcement during extended school day in identified area of need	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Provide reinforcement during extended school year instruction for eligible students	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE Funds	June 2016 – July 2016	Lesson Plans Attendance	Student achievement gains, SSI 5 <sup>th</sup> , Progress Reports (Prek & Kinder)	Weekly and STAAR Assessment	Title 1 - #2, 3, 9

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<b><u>MATH –ALL STUDENTS</u></b> Utilize the TEKS to guide instruction and prepare for STAAR – Unpack TEKS	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
Enhance Math Curriculum <ul style="list-style-type: none"> <li>• Frogstreet PK</li> <li>• Pearlized Math Kinder &amp; 1<sup>st</sup></li> <li>• Sharon Wells 1<sup>st</sup> – 5<sup>th</sup></li> <li>• Mentoring Mnds</li> <li>• TTM</li> <li>• CIF</li> <li>• Manipulatives</li> </ul>	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan Tutoring plans	Mastery of Math TEKS	Daily/Weekly assessments	Title 1-#1, 3, 9
<b><u>Writing –ALL STUDENTS</u></b> Implement a research based TEKS aligned writing curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Tutor or provide reinforcement during extended school day in identified area of need	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE Funds	Aug, 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9

<b>Campus Goal 1: Improve Student Academic Achievement (Index 1)</b>							
<b>Objective 1: Curriculum will be vertically and horizontally aligned in 2015-2016 in all grade levels and content areas.</b>							
<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 School wide Components</b>
<p><b>Writing –ALL STUDENTS</b></p> <p>Implement the following writing strategies</p> <ul style="list-style-type: none"> <li>• Bill McDonald Writing Strategies</li> <li>• Gretchen Bernabi Writing strategies</li> <li>• Daily Journal Writing</li> <li>• Probe Writing</li> <li>• Guided Writing</li> <li>• Open-ended prompt</li> <li>• Interactive Writing</li> <li>• Write from the Beginning</li> </ul>	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #1, 2, 3, 5, 9

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

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

<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 School wide Components</b>
<b>Science –ALL STUDENTS</b> Implement TEKS aligned science curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE Funds	Aug, 2015 – May 2016	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Tutor or provide reinforcement during extended school day in identified area of need	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Tutoring/Intervention Lesson Plans Attendance Action Plan	Progress Monitoring CBA, Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Utilize the TEKS to guide instruction and prepare for STAAR – Unpack TEKS	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE funds	Aug, 2015 – May 2016	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
Provide hands on lab experiments (science lab)	Highly Qualified Science Lab Teacher	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3

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

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

<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 School wide Components</b>
Implement C.H.I.A strategy, TX Fusion, Science Saurus, Mentoring Minds	Highly Qualified Science Lab Teacher	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson Plans Action Plan	Benchmark scores, Student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
<b><u>Social Studies–ALL STUDENTS</u></b> Embedded in District, Reading Guidelines	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans Reading Guidelines	Student achievement gains	Weekly Assessments	Title 1- #2, 3, 5
Research Centers <ul style="list-style-type: none"> <li>• Maps and Globes</li> <li>• Historical Literature</li> <li>• Biographies</li> <li>• Community Roles</li> <li>• Current Events</li> </ul>	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug, 2015 – May 2016	Lesson plans	Student achievement gains	Weekly Assessments, Rubrics	Title 1- #2, 3, 5

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Curriculum Based Assessments will be administered to all students including all sub population in the areas of Reading, Math, Writing and Science.</p> <ul style="list-style-type: none"> <li>• Weekly test</li> <li>• A.R. Tests</li> <li>• CBAs (Six Weeks)</li> <li>• Benchmarks (Semester)</li> <li>• STAAR (Yearly)</li> <li>• TELPAS</li> <li>• TPRI/TEJAS LEE (B.O.Y., M.O.Y., E.O.Y.)</li> <li>• Circle Assessments</li> <li>• Wave 1</li> <li>• Wave 2</li> <li>• Wave 3</li> </ul>	<p>Principal (Mrs. R. Diaz) AP (Mrs. C. Telles) Highly Qualified Teachers</p>	<p>Local Funds, Title 1 Funds</p>	<p>August 2015 - May 2016</p>	<p>Results of assessments</p>	<p>Achievement of Student Gains</p>	<ul style="list-style-type: none"> <li>• Weekly</li> <li>• A.R. Tests</li> <li>• CBAs (Six Weeks)</li> <li>• Benchmarks</li> <li>• STAAR (Yearly)</li> <li>• TELPAS</li> <li>• TPRI/TEJAS LEE (B.O.Y., M.O.Y., E.O.Y.)</li> <li>• Circle Assessments</li> <li>• Wave 1</li> <li>• Wave 2</li> <li>• Wave 3</li> </ul>	<p>Title 1 - #1, 3</p>

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

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

<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 School wide Components</b>
Purchase Supplemental Research Based Resources/Materials for all content areas (Reading, Math, Writing, Science and Social Studies) <ul style="list-style-type: none"> <li>• Rigby Books / Leveled Readers</li> <li>• Curriculum Associates/</li> <li>• STAAR Ready</li> <li>• Measuring Up</li> <li>• Forde Ferrier</li> <li>• Mentoring Minds</li> <li>• Examen</li> <li>• STAAR Master</li> <li>• Kamico</li> </ul>	Principal (Mrs. R. Diaz) AP (Mrs. C. Telles)	Local Funds, Title 1 Funds	August 2015 - May 2016	Results of assessments Lesson Plans	Achievement of Student Gains	Progress Monitoring Charts	Title 1 - #1, 2, 9
Provide tutoring / intervention to all students as needed in all content areas. (Reading, Math Writing, and Science)	Principal- Mrs. R. Diaz AP- Mrs. C. Telles Highly Qualified Teachers	Title 1 Funds Local Funds	Sept. 2015-May 2016	Tutoring Attendance Forms Lesson Plans	Achievement of student gains	Weekly Asses. CBAs BMs STAAR	Title 1-# 2, 3, 9

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

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

<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 School Wide Components</b>
Teachers will be trained on the Accountability in Texas Schools and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal (Mrs. R. Diaz) AP (Mrs. C. Telles)	Local Funds	August 2015 - July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Teaching staff will be trained on how to unpack the TEKS for all grade levels and content areas.	Principal (Mrs. R. Diaz) AP (Mrs. C. Telles) Instructional Coach	Local Funds	August 2015 - July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Collaborative Learning Communities [CLCs] will be scheduled 2-3X weekly in elementary schools for unpacking the TEKS and lesson plan collaboration	Principal (Mrs. R. Diaz) AP (Mrs. C. Telles) Highly Qualified Teachers Instructional Coach	Title 1, Local Funds	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8



<b>Campus Goal 1: Improve Student Academic Achievement (Index 1)</b>							
<b>Objective 1: Curriculum will be vertically and horizontally aligned in 2015-2016 in all grade levels and content areas.</b>							
<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 School wide Components</b>
Teaching staff will be trained on how to use the DMAC Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Principal (Mrs. R. Diaz) AP (Mrs. C. Telles) Highly Qualified Teachers Instructional Coach	Local Funds	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Principal (Mrs. R. Diaz) AP (Mrs. C. Telles) Highly Qualified Teachers	Title 1, Local Funds 199	August 2015-May 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Teachers will receive training in the areas of, Reading, Math, Writing and Science by the following consultants: <ul style="list-style-type: none"> <li>• DMR Consultants</li> <li>• Sharon Wells</li> <li>• Pearlized Math</li> <li>• Region I</li> <li>• In State Conference</li> <li>• Bill McDonald</li> <li>• Gretchen Bernabi</li> <li>• Lead4ward</li> <li>• Dual Language Training</li> <li>• District Coordinators</li> <li>• Campus CIF Coach</li> <li>• Dr. Alice Bolt</li> <li>• La Toya Dansby</li> </ul>	Consultants District Coordinators Instructional Coach	Title 1, Local Funds 199	August 2015 - July 2016	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8

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

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

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

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

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

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

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

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

<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 School Wide Components</b>
Provide training for all staff members on unpacking the TEKS to determine depth and complexity of each student expectation.	Principal (Mrs. R. Diaz) A.P. (Mrs. C. Telles) Instructional Coach	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT, STAAR L	Title 1 - #2, 3, 4, 8
Provide training on in-depth study of STAAR released test items to define depth of Knowledge and Determine rigor of the lesson	Principal (Mrs. R. Diaz) A.P. (Mrs. C. Telles) Instructional Coach	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT, STAAR L	Title 1 - - #2, 3, 4, 8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups.	Highly Qualified Teachers	Local Funds, Title 1 Funds	August 2015 – May 2016	Agenda and Sign-in Sheets	Benchmark scores	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT, STAAR L	Title 1 - - #2, 3, 4, 8

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Parent meetings geared toward knowledge of standardized testing Meet the Teacher Curriculum Night Open House	Principal-Mrs. R. Diaz Assistant Principal-Mrs. C. Telles Counselor-Mrs. B.Y. Garza Parent Educator-Mrs. M. Robles	Local Funds, Title I Funds	August 2015-May 2016	Sign-in Sheets Progress Reports Telephone Logs Parent contact logs	Parent Surveys Increased Parental Involvement	TPRI/Tejas Lee Circle Assessments STAAR Parent Meetings Attendance Monthly Activity Reports	Title I- #4, #6
Parent Orientations SSI	Principal-Mrs. R. Diaz Assistant Principal-Mrs. C. Telles Counselor-Mrs. B.Y. Garza Parent Educator-Mrs. M. Robles SSI Committee	Title I Funds	August 2015-May 2016	Sign-in Sheets,	Parent Surveys	SSI Forms	Title I- #4, #6

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide opportunities for parents/students to participate in community activities (Kinder-5 <sup>th</sup> ).	Music Teacher-Mrs. L. Gomez Teachers	Extra Curricular Activity account	May 2016	Volunteer sign-in	Tally of Volunteer hours		Title I-5
Partner with High School and Middle School to engage students in the community	Cheer Sponsor- A. Torres, D. De Luna, D. Duran Counselor-Mrs. B.Y. Garza Principal-Mrs. R. Diaz	Local Funds, Title I Funds Staff Donations	May 2016	Registration forms, Projects Participation Forms	Permission Slips Participation		Title I- #9

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

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

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

**Campus Goal 6: Technology**

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

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



<b>Campus Goal 6: Technology</b>							
<b>Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.</b>							
<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 School Wide Components</b>
Integrate technology essential knowledge and skills (TEKS) at the K-5 level in the computer lab and in the classroom.	Teachers Lab Manager	Core content curriculum resources.  Learning.com resources.  Istation TTM  State guidelines for required technology courses.	This is an ongoing process.	Timelines for core curriculum areas Scope and sequence for core curriculum areas  Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the campus course offerings and alignment with state course requirements.	Title I- #1, #2, #6

**Campus Goal 6: Technology**

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

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

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

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

<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 School Wide Components</b>
Training for teachers on student referral protocols, de-escalation and restorative practices	Principal-Mrs. R. Diaz Counselor- Mrs. B.Y. Garza	Local Funds	August 2015- May 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	Principal-Mrs. R. Diaz Asst. Principal-Mrs. C. Telles Counselor-Mrs. B.Y. Garza	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
Training on Multi-tiered Systems Of Support For Behavior MTSS-B	Principal-Mrs. R. Diaz Asst. Principal-Mrs. C. Telles	Local Funds	August 2015- June 2016	MTSS-B Matrixes	Decrease in discipline referrals	Side by side data analysis	Title 1--#10

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

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

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

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

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

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

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

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

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>Reduce childhood and Pre adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <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-Sulema Flores</li> <li>-Nursing Staff</li> <li>Teachers</li> <li>Parent Educator-</li> <li>Minerva Robles</li> </ul>	<ul style="list-style-type: none"> <li>-Child nutrition department</li> <li>-Coaching staff</li> <li>-Dietician DHR school based clinic</li> <li>Parent Educator</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>

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

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

<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 School Wide Components</b>
Conducting weekly security/safety audits of all classrooms.	Security and Safety Department	Local Funds	August 2015- May 2016	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
MTSS-B in place throughout campus	Principal-Mrs. R. Diaz Asst. Principal-Mrs. C. Telles Counselor-Mrs. B.Y. Garza Teachers Support Staff	Local Funds	August 2015- May 2016	MTSS-B Matrix	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown and fire drill procedures	Principal-Mrs. R. Diaz Asst. Principal-Mrs. C. Telles Counselor-Mrs. B.Y. Garza	Local Funds	August 2015- May 2016	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10



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

**Objective 4: Monitor school attendance initiatives to ensure student academic success.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal: Mrs. R. Diaz Assistant: Mrs. C. Telles Counselor: Mrs. B.Y. Garza	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>	<ul style="list-style-type: none"> <li>Ongoing Data Validation</li> <li>Leaver Reviews</li> <li>Semi-annual and Yearly Comparison Reports</li> </ul>	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal: Mrs. R. Diaz Assistant: Mrs. C. Telles Counselor: Mrs. B.Y. Garza	Local Funds	August 2015- June 2016	<ul style="list-style-type: none"> <li>Correspondence, Emails, TEA letter, PEIMS update annual training</li> <li>Development and Implementation of Truancy and Dropout System Application</li> <li>ARP Program</li> <li>ARP Committee</li> </ul>	<ul style="list-style-type: none"> <li>Increase of student attendance through daily, six weeks and yearly report</li> <li>Decrease in discipline and truancy.</li> </ul>	<ul style="list-style-type: none"> <li>Data Analysis Review</li> <li>Updated through corrective measures.</li> <li>ARP Reports</li> </ul>	Title 1--#10

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

**Objective 4: Monitor school attendance initiatives to ensure student academic success.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Review attendance <ul style="list-style-type: none"> <li>• School messenger</li> <li>• Staff calls parents on a daily basis</li> <li>• Reward Students at the end of the 6 wks. that have perfect attendance</li> <li>• Reward students weekly that have perfect attendance</li> </ul>	PEIMS Clerk- A. Villarreal Counselor- Mrs. B.Y. Garza	Local Funds	August 2015- May 2016	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports  PEIMS end of year report  On pointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through campus personnel to ensure student academic success.	Counselor- Mrs. B.Y. Garza Teachers	Local Funds	August 2015-May 2016	School Community Liaison Program Personnel eSchool Data Weekly Attendance Folders Parent Contact	Increase in student achievement Pk-5 Decrease in ARP enrollment	eSchool Cognos Reports ARP Reports	Title 1--#10

<b>Campus Goal 8: Staff Quality, Recruitment, and Retention</b>							
<b>Objective 1: Develop and retain 100% highly qualified teachers.</b>							
<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 School Wide Components</b>
Recruit Highly qualified staff by attending job fairs and advertising. Hire in house staff (paraprofessionals, Student teachers)	Principal-Mrs. R. Diaz Asst. Principal- Mrs. C. Telles	Funds for salaries	On going	Greater Retention Rate of campus staff	Improvement in student academic scores Improvement in instruction delivery	Staff Retention reports	Title 1--#3, #5
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> <li>• Bilingual certified</li> <li>• Special Education certified</li> <li>• Core area certifications</li> <li>• Masters degrees</li> </ul> A passion for students, and commitment to excellence	Principal-Mrs. R. Diaz Asst. Principal- Mrs. C. Telles	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	Increased teacher retention rate	All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise	Screen all applicants for best candidates Hold Invitational Job Fairs	Title 1--#3, #5
Hire University Student Interns that have demonstrated excellence in the classroom	Principal-Mrs. R. Diaz Asst. Principal- Mrs. C. Telles	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Smooth transition from intern to teacher	Increased retention rate of new teachers	Title 1--#3, #5

<b>Campus Goal 8: Staff Quality, Recruitment, and Retention</b>							
<b>Objective 1: Develop and retain 100% highly qualified teachers.</b>							
<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 School Wide Components</b>
Principal will train an interviewing committee for possible hires. Training on documentation of Personnel	Principal: Mrs. R. Diaz	Principal questioner District Documentation Handbook	Fall-Spring	<ul style="list-style-type: none"> <li>• appropriate staff selection</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>	Title 1-- #3, #5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Instructional Coach Coordinator	Local funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	Progress Monitoring CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4
On-going professional development of District Curriculum	Instructional Grade Level Chairs Instructional Coach	Local funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	Improve implementation of curriculum and alignment	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4
Instructional coaching support <ul style="list-style-type: none"> <li>• New teachers</li> <li>• Other teachers needing support</li> </ul>	Instructional Coach Coordinator Instructional Coach Grade Level Chairs	Local funds	August 2015-May 2016	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4 and #8